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ABSTRACT

The school programs of 60 secondary level emotionally handicapped students were supplemented with support services provided through a cooperative program developed between the school system and a drug abuse program. Objectives of the project, titled Special Education Intervention Project, were concerned with modifying students' undesirable behaviors and improving academic achievement. Three counselors were hired to provide therapeutic support services. Based on data from behavior ratings and assessment of achievement, it was found that objectives related to a decrease in aggressive, passive or withdrawn, anxious, immature, and inadequate behaviors were achieved. One objective related to other school behaviors was not met. Four of the six objectives for reading and arithmetic achievement were successfully met. Responses from teachers, parents, and students on attitudes questionnaires were favorable regarding the effect of having counselors in the schools. Appended materials include a behavioral checklist, sample record forms, tables with behavior ratings, and sample questionnaires. (SBH)

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PROVIDING THERAPEUTIC SUPPORT SERVICES FOR EMOTIONALLY HANDICAPPED SECONDARY STUDENTS THROUGH COOPERATION WITH A COMMUNITY AGENCY

by

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Individual Practicum
Jacksonville Cluster II,
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August, 1978

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TITLE: PROVIDING THERAPEUTIC SUPPORT SERVICES FOR EMOTIONALLY HANDICAPPED SECONDARY STUDENTS THROUGH COOPERATION WITH A COMMUNITY AGENCY

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ABSTRACT: The purpose of this practicum was to meet the needs of severely emotionally handicapped secondary age students for counseling and therapy in Duval County, Florida. Because no resources were available within the local school system to provide these services, a cooperative program was developed between the school system and the Jacksonville (Florida) Drug Abuse Program (JDAP) to meet the need. The school system and JDAP developed a proposal requesting state Health and Rehabilitative Services (HRS) funds to hire three counselors to provide therapeutic support services for sixty emotionally handicapped students in three secondary schools. At that time only one of these students was receiving therapy from outside the school system. All of these students were considered to be high risk for drug usage and abuse. The title given the project was Special Education Intervention Project (SEIP). Program objectives were concerned with modifying students' undesirable behaviors and improving academic achievement. Data on behavior ratings and achievement were collected at the beginning and end of the school year. Objectives related to a decrease in aggressive, passive or withdrawn, anxious, immature, and inadequate behaviors were achieved. One objective related to other school behaviors was not met. Four of the six objectives for reading and arithmetic achievement were successfully met. At the end of the school year attitudes of teachers, parents, and students connected with the project were surveyed with questionnaire instruments. Responses from each of these groups were favorable regarding the effect of having counselors in the schools. The overally objective of this practicum to supplement the school programs of sixty secondary school emotionally handicapped students with therapeutic support services was successfully achieved. A guide for replication is provided.

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IDENTIFICATION OF NEED

The problem for this practicum was to meet the needs of severely emotionally handicapped secondary age students for counseling and therapy.

At the beginning of the 1977-78 fiscal year the Superintendent of schools, the Director of Pupil Personnel Services, and the Director of the Exceptional Student Section in Duval County, Florida, met and decided that student assessments, reassessments, and staffing assignments would be top priority responsibilities for school psychologists and social workers, and that neither school psychologists nor social workers would provide support services in the form of individual and/or group counseling or therapy, parent education, or family therapy for students in the secondary program for the Emotionally Handicapped.

Approximately 170 severely emotionally handicapped students were enrolled in self-contained secondary classes at the beginning of the 1977-78 school year. Each student had been processed through eligibility staffing procedures that included psychological and/or psychiatric evaluations, social history, and an evaluation of need for self-contained placement. Representatives at the staffing included an admissions specialist from the Exceptional Student Section, a school psychologist, a social worker, the student's parents, and any other parties concerned with the particular case.

For purposes of this practicum, a population of 60 severely emotionally handicapped secondary age students was selected from three Duval County schools. The students ranged in age from 12 to 18 years, with the majority falling within the 13 to 15 year old age group. These students were typically from high-risk home environments with characteristics such as single parent families, low income, foster placement, parents with emotional problems, histories of abuse or neglect, and other problems.

Measures of need for students in this project were identified in terms of undesirable behaviors and academic deficiencies.

The undesirable behaviors were measured by teacher observation utilizing the Duval County Checklist for Emotionally Handicapped. Six categories of behavior are rated on the checklist: Aggressive, Passive or Withdrawn, Anxious, Immature, Inadequate, and Other. Table 1 denotes the incidence of undesirable behavioral problems by category as they occurred in the three participating schools in September, 1977.

Criteria for each of the undesirable behaviors are defined and delineated in the Behavioral Objectives which are part of the curriculum materials provided by the county. The behavioral objectives and the checklist appear in the Appendix, pp. 43-59.

TABLE 1

INCIDENCE OF UNDESIRABLE BEHAVIORS BY SCHOOL AND COMPOSITE TOTALS: ENTRY LEVEL, SEPT., 1977

Schools	No. of students	Aggressive	Passive or Withdrawn	Anxious	Immature	Inade-quate	Other	Total by School
Blessed Trinity	15	44	53	34	39	43	82	295
Grand Park	28	110	153	107	105	149	155	779
Kirby Smith	17	67	118	61	64	97	117	524
Composite Total	60	221	324	202	208	289	356	1600
Composite Average	——	73.7	108	67.3	69.3	96.3	118.7	607.0

Academic achievement was measured by the Wide Range Achievement Test (WRAT)[1] that was administered by teachers to students in the project at the beginning of the school year. The raw scores obtained by the students on the WRAT were converted to grade level equivalents. The median grade level equivalents for reading and arithmetic for each school appear in Table 2.

Considering the ages of the students, who were predominantly in the 13-15 year old age range, the median scores per school were very low. The low level of these scores indicated the extreme difficulty with academic school work that these students had experienced throughout their years in school.

TABLE 2

MEDIAN GRADE LEVEL EQUIVALENT SCORES FOR READING AND ARITHMETIC WIDE RANGE ACHIEVEMENT TEST

SEPTEMBER, 1977

Schools	Reading	Arithmetic
Blessed Trinity	1.60	0.70
Grand Park	3.75	3.92
Kirby Smith	1.60	3.92

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[1] J. F. Jastak and S. R. Jastak, Wide Range Achievement Test, Wilmington, Delaware, Guidance Associates of Delaware, 1975.

In order to track academic achievement and behavioral ratings, along with other student data, teachers recorded the special SEIP data on a student record form. A copy of this form appears in the Appendix on page 60.

Descriptive data concerning the characteristics of the participating schools and the number of teachers and students involved in the project appears in Table 3. These data also denote the type of school, whether district level, special education center, or junior high school. This data analysis also revealed the number of students receiving special therapy from outside the school system. It will be noted that only one student in the program was receiving outside therapy at this time.

TABLE 3

PROJECT DATA

School Name & Number	Type of School	Number of Sec. E.H. Teachers in School	Number of Sec. E.H. Students in the School	Number Receiving Therapy Outside the School System
Blessed Trinity	District Level School	4	15	1
Grand Park	Special Education Center	8	28	0
Kirby Smith	Junior High School	2	17	0

Summary:

In addition to the needs data presented here in the form of academic deficiencies and undesirable behaviors, the need for group and/or individual counseling and therapy for the 60 selected emotionally handicapped students is documented in reports of psychological evaluations and in other school records. In addition, the professional staff who participate in the staffings and student evaluations are well aware of the fact that these severely emotionally handicapped students are in need of special counseling and therapeutic services.

In spite of the fact that this need for counseling and therapy is well documented, the data collected and analyzed indicated that only one of these 60 students was receiving therapy from outside the school system. None of these students was receiving counseling therapy within the school system, which made the lack of available counseling therapy even more pronounced.

Therefore, the major problem to be remediated in this practicum was the need for support services for severely emotionally handicapped secondary age students in the public school programs of Duval County.

OBJECTIVES

The overall program objective of this practicum was to supplement the school programs of sixty secondary emotionally handicapped students housed in three Duval County schools with the support services of three counselors. Behavioral and academic expectations for the SEIP students were predicted on the basis of a limited amount of pre and post data available on a few E. H. students from previous school years and on the judgements of teachers who were experienced in working with and measuring the performance of E. H. students. A positive differential was added to the student performance predicted for each objective because of the effect expected from having full time counselors assisting in the school programs. The specific performance objectives for the project were as follows:

I. Behavior at Blessed Trinity, Grand Park, and Kirby Smith

1. SEIP students will demonstrate less aggressive behavior by scoring a 50% decrease in the ratings assigned for aggressive behavior as measured by a comparison of total students' pre and post ratings on the Duval County Behavior Checklist for the Emotionally Handicapped. (See Appendix, pp. 43-59.)
2. SEIP students will demonstrate less passive or withdrawn behavior by scoring a 35% decrease in the ratings

assigned for passive or withdrawn behavior as measured by a comparison of total students' pre and post ratings on the Duval County Behavior Checklist for the Emotionally Handicapped.

3. SEIP students will demonstrate less anxious behavior by scoring a 40% decrease in the ratings assigned for anxious behavior as measured by a comparison of total students' pre and post ratings on the Duval County Behavior Checklist for the Emotionally Handicapped.
4. SEIP students will demonstrate less immature behavior by scoring a 25% decrease in the ratings assigned for immature behavior as measured by a comparison of total students' pre and post ratings on the Duval County Behavior Checklist for the Emotionally Handicapped.
5. SEIP students will demonstrate less inadequate behavior by scoring a 40% decrease in the ratings assigned for inadequate behavior as measured by a comparison of total students' pre and post ratings on the Duval County Behavior Checklist.
6. SEIP students will demonstrate less other behavior by scoring a 55% decrease in the ratings assigned for other behaviors as measured by a comparison of total students'

pre and post ratings on the Duval County Behavior Checklist for Emotionally Handicapped.

II. Academic Achievement at Blessed Trinity:

1. SEIP students will increase their median score in reading from 1.6 to 3.0 grade level as measured by pre and post scores on the WRAT.
2. SEIP students will increase their median score in arithmetic from 0.7 to 2.0 grade level as measured by pre and post scores on the WRAT.

III. Academic Achievement at Grand Park:

1. SEIP students will increase their median score in reading from 3.75 to 5.0 grade level as measured by pre and post scores on the WRAT.
2. SEIP students will increase their median score in arithmetic from 3.92 to 4.9 grade level as measured by pre and post scores on the WRAT.

IV. Academic Achievement at Kirby Smith:

1. SEIP students will increase their median score in reading from 1.6 to 3.0 grade level as measured by pre and post scores on the WRAT.

2. SEIP students will increase their median score in arithmetic from 3.92 to 4.9 grade level as measured by pre and post scores on the WRAT.

V. Parental Perceptions of the Counseling Program:

Parents of SEIP students will perceive the value of the counseling program favorably as evidenced by their responses to a questionnaire. (See Appendix, pp. 121-122, for a copy of the "Parent Questionnaire.")

VI. Student Attitudes Toward School:

SEIP students will indicate positive attitudes toward school and the progress made during the school year as evidenced by their responses on a student attitude scale. (See Appendix, p. 123, for a copy of the "Student Attitude Scale.")

VII. Teacher Attitudes Toward the Counseling Program:

SEIP teachers will indicate positive attitudes toward the counseling program in their schools as evidenced by their responses to a questionnaire. (See Appendix, pp. 124-125, for a copy of the "Teachers' Questionnaire.")

STRATEGY

A review of the literature revealed that Duval County was not atypical in removing school psychologists and social workers from the role of providing direct mental health services to students.[2]

Fox,[3] Schild, et al.,[4] and McNamara,[5] describe programs in which community agencies and school systems developed cooperative programs to bring mental health professionals from the community into the schools to provide therapeutic support services for students.

Consequently, after all possibilities within the school system to provide counseling and therapy for secondary emotionally handicapped students had been examined and found to be inadequate or nonexistent, it was decided to search for resources from outside the system.

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[2] Robert Henley Woody, "The School Psychologist as a Behavior Therapist: Past and Future," Psychology In The Schools, Vol. 13, No. 3, July, 1976, pp. 266-268.

[3] Raymond Fox, "Program Development, Social Agency and School: Training Educators to Deliver Helping Services," Child Welfare, Vol. 53, 1974, pp. 386-393.

[4] Judith S. Schild, Carla B. Scott, and D. Jane Zimmerman, Child Welfare, Vol. 55, No. 7, 1976, pp. 491-500.

[5] Frank P. McNamara, "Voluntary Agency Cooperation in Public School Services for Disturbed Children," Child Welfare, Vol. 53, 1974, pp. 594-602.

A number of community agencies were contacted, that included the Youth Resources Bureau, Child Guidance Clinic of Jacksonville, St. Vincent's Community Mental Health Center, and the Health Department, City of Jacksonville. On August 1, 1977, the Nova participant met with the Chief of the Division of Mental Health, Jacksonville Health Department and the Director of the Jacksonville Drug Abuse Program (JDAP). JDAP agreed to write a grant application in cooperation with the Duval County School System to the Department of Health and Rehabilitative Services (HRS), Mental Health Program Office, requesting funds to pay salaries and administrative overhead expenses for three counselors to be assigned to each of three secondary schools in Duval County.

The purpose of employing the three counselors would be to provide therapeutic support services for severely emotionally handicapped students during the 1977-78 school year. The title given the project on the grant application was "Special Education Intervention Project" (SEIP). The project will be referred to as SEIP henceforth in this report.

JDAP was interested in this project for two reasons: first, there was dissatisfaction with their previous year's project that was primarily concerned with public information, and second, it was felt that the characteristics of the target population for this project made it a high risk population for the use and abuse of drugs. It was therefore felt by their staff that this project would provide an excellent opportunity for prevention of as well as intervention in drug abuse.

HRS gave their approval to the project proposal in September, 1977. However, before monies were received the project had to be approved by the Finance Committee of the City Council, as well as the full City Council of the City of Jacksonville. These approvals came in October, 1977. The amount requested in the grant application was $46,347.00. The Duval County School Board agreed to provide $15,630.00 in local in-kind monies, making the total cost of the project $61,977.00. The in-kind monies were generated from an accounting of the number of hours devoted by school personnel to the project. (See Appendix, p. 61, for a copy of the In-Kind Documentation form.)

Prospective counselors were interviewed by the Director of JDAP and the Nova participant in mid-October. Three counselors were selected and began work near the first of November. (See Appendix, p. 62, for organizational chart.)

The counselors had a maximum case load of 30 students each, depending upon the number of emotionally handicapped students at the particular school. Services provided by the counselors included individual therapy and counseling, group therapy and counseling, family therapy and counseling, remedial education, recreational therapy, and referrals to community agencies. (See Appendix, pp. 63-65, for a copy of the Statement of Responsibility for the counselors.)

The counselors had office space provided within their respective schools. They were also expected to participate in the classrooms with teachers, work with teacher aides, and visit with students in their homes.

One counselor was assigned to work with 23 students at Blessed Trinity, one to work with 28 students at Grand Park, and one to work with 17 students at Kirby Smith. Part of the project plan was for the counselors to work closely and in cooperation with the teachers and principal of each school as well as with the Nova participant in the delivery of the planned support services. Because of the length of the JDAP work day, the counselors actually spent one hour per day longer at work than the teachers. This additional time was utilized in planning, record keeping, and home visitations.

The counselors participated in in-service training sponsored by the school system for the teaching staffs of the respective schools. They also participated in in-service training sponsored by the Jacksonville Drug Abuse Program. An orientation workshop was held to familiarize counselors with plans for the SEIP, procedures, and forms to be completed for JDAP. (See Appendix, pp. 66-68.)

In November, in order to clarify the role of the counselors to principals and the school staff, the Nova participant developed a specific set of job descriptions for the counselors. Also at this time, the Nova participant accompanied the director of JDAP on a number of site visits to participating schools. Site visits and project reviews by HRS and JDAP personnel also took place in December and May.

In February counselors and teachers attended an in-service workshop dealing with the use of therapeutic techniques such as behavior modification, life-space interviews, modeling, reality therapy, role playing, and psychodrama, teacher effectiveness training, transactional analysis, and values clarification. The use of these techniques in classroom settings was emphasized. A follow-up workshop was held in March during which teachers and counselors had an opportunity to further explore the use of therapeutic techniques in the classroom.

The Nova participant monitored the project throughout the school year, observing SEIP classrooms and counselors at least twice each month, answering questions, and helping with data collection. She also met frequently with the JDAP staff to report progress and discuss the ongoing project. (In reference to materials utilized for this aspect of the project consult the Appendix, pp. 69-72, for resources utilized and timeline of activities.)

In summary, the strategy for this practicum was to provide therapeutic support services needed by severely emotionally handicapped secondary age students in the Duval County School System through a coooperative arrangement with the Jacksonville Drug Abuse Program.

PRACTICUM REPLICATION MODEL

In order for an innovative project of this type to be successfully replicated in other settings, the various stages of planning, development, and implementation must be delineated into the form of a model. The general pattern of the model may then be followed by others who might be interested in a similar type of program. To be replicable, the pattern of the model must be presented in a set of logical stages that can be effectively communicated and disseminated. Most important of all, the elements of the model must be comprehensive so that others may develop and initiate the type of complex interagency interactions that were accomplished to enable the successful completion of this practicum.

To this end, the planning, development, and implementation activities that took place in this practicum were analyzed, defined, and set forth in the sequence that they actually occurred. From this analysis, and from the experience gained from the successful completion of the majority of the project objectives, the following model is presented as a pattern to assist others interested in replicating this type of interagency cooperation.

A MODEL FOR PROVIDING THERAPEUTIC SUPPORT SERVICES THROUGH INTERAGENCY COOPERATION

Following are the stages of the model, presented in the developmental sequence that was followed in the practicum.

1.0 Identification of Need

2.0 Development of Strategies for Interagency Cooperation

3.0 Planning and Development of Project Objectives

4.0 Preparatory Activities

5.0 Orientation of Project Staff

6.0 Implementation of Project Activities

7.0 In-Service Training

8.0 Monitoring of Project

9.0 Evaluation of Project

10.0 Follow-Up

Each of these developmental stages includes additional activities that must be accomplished for successful replication. Following is a delineation of each of the developmental stages and accompanying activities.

1.0 Identification of Need

- 1.1 Collect demographic information on students to be served.
- 1.2 Collect descriptive information on student behavioral characteristics

1.3 Collect information to evaluate academic achievement.

1.4 Evaluate the extent of behavioral and academic deficits.

1.5 Analyze the ability of existing school and community agencies to remediate or ameliorate deficits.

1.6 Analyze and define the nature and extent of unmet needs.

1.7 Define and delineate the nature and extent of school and community services that are required to remediate or ameliorate unmet needs.

2.0 Development of Strategies for Interagency Cooperation

2.1 Obtain authorization to secure needed services from outside agencies.

2.2 Identify agencies within the community that have the potential capability to provide the needed services.

2.3 Confer with identified agencies to explain needs and explore means for potential interagency cooperation.

2.4 Develop guidelines and procedures for interagency cooperation with interested agencies.

2.5 Identify sources for obtaining project funding and write proposals according to procedures or guidelines.

2.6 Obtain needed authorization for proposals from cooperating agencies.

3.0 Planning and Development of Project Objectives

3.1 Identify constituents or decision makers who are most concerned with setting objectives.

3.2 Establish priorities for treating unmet needs.

3.3 Identify needs that can best be met with available resources.

3.4 Establish performance objectives for remediating or ameliorating unmet needs.

4.0 Preparatory Activities

4.1 Develop an organizational plan to meet project objectives.

4.2 Obtain approval of plan from cooperating agencies.

4.3 Determine material and human resource requirements to implement project.

4.4 Secure needed resources and hire personnel.

4.5 Develop management, monitoring, and control procedures to implement project.

4.6 Develop job descriptions and specific objectives to be accomplished by project personnel.

5.0 Orientation of Project Staff

5.1 Provide staff with orientation materials

5.2 Conduct orientation meetings.

5.3 Tour facilities with counselors and introduce them to school staff.

5.4 Acquaint counselors with school and agency personnel with whom they will be working to develop cooperative programs.

6.0 Implementation of Project Activities

6.1 Initiate management and control procedures as scheduled.

6.2 Personnel begin work toward project objectives according to scheduled activities.

6.3 Initiate evaluation and data collection activities as scheduled.

7.0 In-Service Training

7.1 Counselors and concerned staff attend training sessions provided by their respective agencies.

7.2 Counselors and concerned staff attend training sessions provided by school and project staff.

7.3 Counselors and project staff provide in-service training for teachers and aides who will be involved in the project.

8.0 Monitoring of Project

8.1 Monitoring procedures and data forms are developed.

8.2 Monitoring schedules and necessary staff assignments to carry out monitoring are developed.

8.3 Project counselors are visited and observed according to schedule.

8.4 Representatives from the school system, cooperating agencies, and the funding agency visit and monitor project activities according to schedule.

9.0 Evaluation of Project

9.1 Evaluation instruments, data forms, and data collection procedures are developed.

9.2 Testing and data collection are implemented as scheduled.

9.3 Monitoring and process information are collected as scheduled.

9.4 End of project data are collected and analyzed as scheduled.

9.5 Data are analyzed, summarized, and reported to school constituents and agency representatives as appropriate.

10.0 Project Follow-Up

10.1 Reports on the project are presented to the school system, the outside agency, and the funding agency.

10.2 Project results are reviewed and evaluated to determine the success of the project in meeting the needs of students.

10.3 Success of the project is reviewed in terms of possible revision, continued funding, and renewal or alteration of original goals.

10.4 If continuation is desired, activities are set in motion to revise as needed and seek continued funding.

EVALUATION

Procedures:

At the start of the project there were 60 emotionally handicapped secondary students within the three participating schools. However, due to attrition, evaluative data were obtained on 43 students for achievement scores and 48 students for behavioral data. This rate of attrition is typical for students in the Duval County Program for Emotionally Handicapped.

Behavioral ratings were obtained through the observations of classroom teachers at the beginning and end of the school year. Teachers observed student behaviors and assigned behavioral ratings using the Duval County Behavior Checklist for the Emotionally Handicapped. The checklist categorizes 38 different behaviors into six different classifications. (See Appendix, pp.43-59.) Each behavior was observed and rated by the teacher as either severe, moderate, or mild. The rating weights are: severe - 3, moderate - 2, and mild - 1.

Academic achievement was measured by the use of the Wide Range Achievement Test (WRAT) that was administered by project teachers at the beginning and end of the school year. The data are reported in the form of grade level equivalents. Scores are interpreted from tables provided by the publishers by matching the test raw scores with their corresponding norm referenced grade equivalents. Reading and arithmetic median scores are reported by school.

Decrease in Undesirable Behavior:

The first five of the six specific performance objectives for decreasing undesirable behavior were achieved. Table 4 depicts the percent of decrease in each category of undesirable behavior for each school. The composite average decrease is denoted in the next to last column of the table, and the level of decrease required to meet the practicum objective is denoted in the last column.

Considering the percentage of decrease in undesirable behaviors on an individual school basis, the practicum goals were exceeded in nearly all types of behavior as specified in the original practicum specific performance objectives. Examining the percent of decrease for each of the three schools across the first five behavior categories yields fifteen tests (5 X 3) to determine if practicum criteria were met. In these fifteen comparisons, criteria were not met in only three instances. Grand Park was five points short of the 50 % objective in the "Aggression" category. Kirby Smith obtained a decrease of only 15 % in the "Immature Behavior" category, 10 % short of the 25 % decrease specified in the practicum objective. Blessed Trinity obtained a decrease of 33 % in the "Inadequate Behavior" category, that was 7 % short of the practicum objective of 40 %.

TABLE 4
DATA ANALYSIS OF DECREASE IN UNDESIRABLE BEHAVIOR

Type of Behavior	School	School Average Raw Score		Percent Decrease	Composite Decrease	Practicum Goal
		ENTRY	EXIT			
1. Aggression	Kirby Smith	108	51	53	51	50
	Grand Park	203	112	45		
	Blessed Trinity	120	56	53		
2. Passive or Withdrawn	Kirby Smith	168	103	39	49	35
	Grand Park	265	114	57		
	Blessed Trinity	114	62	46		
3. Anxious Behavior	Kirby Smith	90	48	47	50	40
	Grand Park	192	86	55		
	Blessed Trinity	91	52	43		
4. Immature Behavior	Kirby Smith	96	82	15	38	25
	Grand Park	220	116	47		
	Blessed Trinity	105	65	38		
5. Inadequate Behavior	Kirby Smith	162	91	44	49	40
	Grand Park	277	116	58		
	Blessed Trinity	108	72	33		
6. Other Behavior	Kirby Smith	222	113	49	34	55
	Grand Park	277	211	24		
	Blessed Trinity	221	152	31		

In the "Other Behavior" category, none of the three schools met the practicum objective of a 55 % decrease. The composite average decrease for the three schools for this category was 34 %. This would seem to indicate that the practicum objective of a 55 % decrease was see at an unrealistically high level. (See Appendix, pp. 73-120, for pre and post behavior ratings.)

Academic Achievement:

Gains in reading occurred at all three schools. The reading performance objectives were realized in two of the three schools. Blessed Trinity improved from a median of 1.6 at the beginning of the year to a median of 5.2 at the end of the year. Grand Park improved from 3.75 to 4.2, but the performance objective of 5.0 was not attained. Kirby Smith improved from 1.6 to 3.65, exceeding the performance objective of 3.0 by 0.65 years. (See Table 5.)

Arithmetic performance objectives were exceeded in two of three schools. Blessed Trinity improved from 0.7 to 3.9, exceeding the performance objective of 2.0. Grand Park improved from 3.9 to 5.5, exceeding the performance objective of 4.9. Kirby Smith improved from 3.9 to 4.6, but the performance objective of 4.9 was missed by 0.3 years. (See Table 6.)

TABLE 5

READING ACHIEVEMENT SCORES AS MEASURED BY WRAT GRADE LEVEL EQUIVALENT

	Pre Test	Post Test	Performance Objective	Objective Met?
Blessed Trinity	1.60	5.2	3.0	yes
Grand Park	3.75	4.2	5.0	no
Kirby Smith	1.60	3.65	3.0	yes

TABLE 6

ARITHMETIC ACHIEVEMENT SCORES AS MEASURED BY WRAT GRADE LEVEL EQUIVALENT

	Pre Test	Post Test	Performance Objective	Objective Met?
Blessed Trinity	0.70	3.9	2.0	yes
Grand Park	3.92	5.5	4.9	yes
Kirby Smith	3.92	4.6	4.9	no

Summary of Parent Questionnaire Data:

A questionnaire was developed and sent to parents of students in the three schools participating in the project. The purpose of the questionnaire was to determine the opinions of parents toward certain aspects of the perceived benefits of the counselors to the school program, as well as certain factual questions, such as the number of times the parents had been visited by teachers or counselors. Thirteen parents responded from Blessed Trinity, nine parents responded from Grand Park, and five parents responded from Kirby Smith. A summary of the questionnaire data is presented in Table 7 on page 28.

The responses that were related to the way that parents perceived the value of the counseling program were highly favorable. For example, in question number 4 , "Have school personnel been helpful to you in suggesting ways to handle problems you might have had with your daughter or son during this school year?", 74 % of the respondents answered "very helpful", 26 % answered "somewhat helpful", and no respondents answered "not at all".

Similarly, in question number 8, "If your child has received counseling from the school this year, do you feel that this has been a help to her or him?", 77 % of the respondents answered "very much", 23 % answered "somewhat", and no respondents answered "not at all".

TABLE 7

DATA SUMMARY OF PARENT QUESTIONNAIRE

		Blessed Trinity	%	Kirby Smith	%	Grand Park	%	Composite %
1. Have you been invited to visit your child's school this year?	Yes	13	100	5	100	9	100	100
	No	0	0	0	0	0	0	0
2. Have you been kept up to date about your child's progress during this school year?	Very much	12	92	4	80	7	78	89
	Somewhat	1	8	1	20	2	22	11
	Not at all	0	0	0	0	0	0	0
3. Have you looked at and signed the Individual Educational Program that was developed by the school for your child?	Yes	11	92	4	100	9	100	96
	No	1	8	0	0	0	0	4
4. Have school personnel been helpful to you in suggesting ways to handle problems you might have had with your daughter or son during this school year?	Very helpful	9	69	5	100	6	67	74
	Somewhat helpful	4	31	0	0	3	33	26
	Not helpful at all	0	0	0	0	0	0	0
5. Do you feel free to contact the school about any school related problem you might be having with your daughter or son?	Yes	12	92	5	100	9	100	96
	No	1	8	0	0	0	0	4
6. How often have teachers or counselors from the school come to visit your home this year?	Frequently	3	25	2	50	1	11	24
	Occasionally	5	42	2	50	6	67	52
	Not at all	4	33	0	0	2	22	24
7. How many times have you been to school this year to talk to school staff about your daughter or son in the Secondary Programs for the Emotionally Handicapped?	Number of visits	56		2		16		
8. If your child has received counseling from the school this year, do you feel that this has been a help to her or him?	Very much	8	62	4	100	8	89	77
	Somewhat	5	38	0	0	1	11	23
	Not at all	0	0	0	0	0	0	0
9. If you have worked with a school counselor this year, has this enabled you to do a better job in helping your daughter or son?	Yes	12	100	3	100	7	87	96
	No	0	0	0	0	1	13	4
10. Have you become more interested and concerned about your child's school through working with the counselor and teachers this year than in the past years?	Yes	12	100	4	100	8	100	100
	No	0	0	0	0	0	0	0
11. Do you think the school is doing a good job?	Yes	10	100-	5	100	9	100	100
	No	0	0	0	0	0	0	0
12. Is the school doing a better job this year than last year?	Yes	8	100	5	100	5	100	100
	No	0	0	0	0	0	0	0

Question number 9, relating to the perceived value of the counselors to the family at home: "If you have worked with a school counselor this year, has this enabled you to do a better job in helping your daughter or son?", received the very high response of 96 % "yes".

Questions 10, 11, and 12, relating to the general attitudes of the parents toward the quality of schooling received by their children, all received unanimously favorable responses.

The only item on the questionnaire which did not receive generally high favorable responses was number 4, concerning the number of home visits by teachers or counselors. However, this is more of a factual question than an attitudinal one, so the nature of the responses do not necessarily reflect negative attitudes toward the school program.

From the results of the parent questionnaire, it can be surmised that the parents who responded were very favorably impressed with the counseling program.

Student Attitude Scale:

The student attitude questionnaire was created to determine two types of perceptions of students toward the counseling program: first, their general attitude toward school, and second, whether they felt that school was better for them this year than last.

The questionnaire was designed with a semantic differential type of scale to evaluate the attitudes of students participating in the project. The attitude scale measured five degrees of agreement between two polar extremes. For example, students were to select between the five points of agreement or disagreement between such statements as: "The adults at school try to help me:, and "The adults at school do not try to help me." (See Table 8.)

The results of the attitude survey reveal that the students generally responded strongly in favor of their schooling, but not markedly so in all instances.

Students responded most strongly to the first two items on the questionnaire: (1) "The adults at school try to help me", and (2) "I have made more progress at school this year than last." On the third item: "I like school more this year than last.", the response was favorable along the agreement dimension, but both Grand Park and Blessed Trinity exhibited more disagreement than Kirby Smith.

The fourth item, "My behavior is improving", was responded to very favorably. However, items six through nine, while definitely responded to along the dimensions of agreement, showed some degree of uncertainty and disagreement.

In summary, the students showed a very strong amount of agreement toward those items that were concerned with general attitude toward school and their own progress this year.

TABLE 8
STUDENT ATTITUDE SCALE
DATA SUMMARY

Attitude Query	School	Scale					Composite Average				
		1	2	3	4	5	1	2	3	4	5
1. The adults at school try to help me	Kirby Smith	11	2	0	0	1	10.3	3.3	1.3	0	.7
	Grand Park	12	1	3	0	1					
	Blessed Trinity	8	7	1	0	0					
2. I have made more progress at school this year than last	Kirby Smith	9	3	1	0	0	8	2	3.3	.7	1.3
	Grand Park	7	1	5	1	3					
	Blessed Trinity	8	2	4	1	1					
3. I like school more this year than last	Kirby Smith	7	3	0	3	0	6.7	1.7	.7	3	3.3
	Grand Park	8	1	1	4	3					
	Blessed Trinity	5	1	1	2	7					
4. My behavior is improving	Kirby Smith	8	5	0	0	0	7.1	4.3	2	.7	1
	Grand Park	8	1	5	1	2					
	Blessed Trinity	6	7	1	1	1					
5. I get along with my teachers	Kirby Smith	7	4	1	1	0	3.3	6.7	3.3	1	1
	Grand Park	5	5	4	0	3					
	Blessed Trinity	8	5	2	0	1					
6. I get along with the kids at school	Kirby Smith	2	9	1	1	0	3.3	6.7	3.3	1	1
	Grand Park	5	5	4	0	3					
	Blessed Trinity	3	6	5	2	0					
7. Counseling should be part of my school program	Kirby Smith	6	5	0	1	1	4.7	4.7	3	.7	2.3
	Grand Park	4	3	6	0	4					
	Blessed Trinity	4	6	3	1	2					
8. Counseling helps me	Kirby Smith	5	4	1	1	2	6	3.3	3	1	2.3
	Grand Park	5	2	5	1	4					
	Blessed Trinity	8	4	3	1	1					
9. My parents have been more involved with school this year than last	Kirby Smith	3	5	2	2	1	6	4	2.7	.7	3
	Grand Park	3	6	4	0	4					
	Blessed Trinity	9	1	2	0	4					

Analysis of the Teacher Questionnaire Data:

Table 9 denotes the responses and analysis of the questionnaire that was developed and sent to the teachers in the three participating schools who were cooperating in this program.

The teachers at Blessed Trinity and Grand Park were highly favorable to the program. However, the teachers and the counselor at Kirby Smith seemed to have problems in working together. The two teachers at the latter school were divided in their approval of the program.

The three items on the questionnaire which most directly pertained to the opinions of the teachers regarding the value of the counseling program were questions 11, 16, and 17. These questions were responded to with unanimous approval by the teachers at Blessed Trinity and Grand Park. Again, the teachers at Kirby Smith were divided in their approval.

The teachers at Blessed Trinity and Grand Park were also nearly unanimous in their agreement that the counselors had helped them in their work with both students and parents.

In summary, the great majority of the teachers who were involved in this practicum were highly in favor of the counseling program, according to the analysis of the teacher questionnaire. (The questionnaire instruments for the parent, student, and teacher surveys appear in the Appendix, pp. 121-125.)

Table 9

DATA SUMMARY

Teachers' Questionnaire

Secondary Program for Emotionally Handicapped

1. How many parent conferences have you participated in during this school year?

	# of responses	Teacher average
Blessed Trinity	4	22.5
Grand Park	9	22
Kirby Smith	2	30

2. How many of your students receive couseling services from someone other than you or another teacher? I yes, by whom?

Teachers responded that all students received counseling.

3. Do you think that having a counselor in your program would benefit your students?

	Yes	%	No	%
Blessed Trinity	4	100	0	0
Grand Park	9	100	0	0
Kirby Smith	2	100	0	0

4. How many home visits have you done this year?

	Total per School
Blessed Trinity	11
Grand Park	36
Kirby Smith	12

5. How many of your students' homes have not been visited by you this year?

NOTE: The responses to these questions were too diffuse to be summarized.

6. Has a parent-education program been offered to the parents of your students each month of this school year?

NOTE: The responses to these questions were too diffuse to be summarized.

7. What was the average attendance at your parent-education programs?

NOTE: The responses to these questions were too diffuse to be summarized.

8. Has one parent or the other of each of your students been to school for a conference with you during this school year?

	Yes	%	No	%
Blessed Trinity	4	100	0	0
Grand Park	6	67	3	33
Kirby Smith	2	100	0	0

9. Have you noted any improvement in achievement in those students with whom the couselor has worked this year?

	Yes	%	No	%
Blessed Trinity	4	100	0	0
Grand Park	9	100	0	0
Kirby Smith	1	50	1	50

10. Have you noted any improvement in behavior in those students with whom the counselor has worked this year?

	Yes	%	No	%
Blessed Trinity	4	100	0	0
Grand Park	9	100	0	0
Kirby Smith	2	0	0	0

Table 9 (continued)

11. By working with the couselor did you learn some new ways of working with children that will be of benefit to you?

	Yes	%	No	%
Blessed Trinity	3	100	0	0
Grand Park	8	89	1	11
Kirby Smith	0	0	2	100

12. Do you feel that you had a satisfactory professional relationship with the couselor?

	Yes	%	No	%
Blessed Trinity	4	100	0	0
Grand Park	9	100	0	0
Kirby Smith	0	0	2	100

13. Has the couselor helped with your work with parents this year?

	To a considerable extent	%	Somewhat	%	Not at all	%
Blessed Trinity	4	0	0	0	0	0
Grand Park	5	56	4	44	0	0
Kirby Smith	0	0	0	0	0	0

14. Do you initiate conferences with the counselor?

	Frequently	%	Occasionally	%	Not at all	%
Blessed Trinity	4	100	0	0	0	0
Grand Park	4	44	4	44	1	11
Kirby Smith	0	0	1	50	1	50

Table 9 (continued)

15. Does the counselor visit your classroom?

	Frequently	%	Seldom	%	Rarely	%
Blessed Trinity	3	75	1	25	0	0
Grand Park	5	56	0	0	4	44
Kirby Smith	0	0	0	0	2	100

16. Do you think the counselor has been beneficial to the educational program?

	Yes	%	No	%
Blessed Trinity	4	100	0	0
Grand Park	9	100	0	0
Kirby Smith	1	50	1	50

17. Do you want the counselor to continue to work with you in the E.H. Program next year?

	Yes	%	No	%
Blessed Trinity	4	100	0	0
Grand Park	9	100	0	0
Kirby Smith	1	50	1	50

CONCLUSIONS AND RECOMMENDATIONS

The majority of the specific performance objectives for the practicum were achieved, according to the data that was collected and analyzed. Of the six performance objectives to decrease undesirable behavior, five of these objectives were achieved. The sixth objective - to decrease undesirable "Other Behavior" as defined on the checklist - fell short of the objective of 55 % decrease by 21 %, but as mentioned earlier, this objective was probably unrealistically high.

Two out of three objectives to improve reading achievement were attained, as were two out of three objectives to improve arithmetic achievement.

As reported earlier, the attitudes of parents, teachers, and students was generally very favorable toward the counseling program. The majority of the teachers were in favor of continuing the program. It is very important to note that both students and parents appeared to have a very favorable attitude toward the school program this year, as compared to last year.

In conclusion, it is also important to note that the funding agency is interested in continuing the program and is in the process, at this writing, of seeking to continue the program. Finally, in addition to the very favorable conclusions from the data analysis, this Nova participant observed many positive benefits from the program, and recommends that it be continued.

INSTITUTIONALIZATION

The director of the Jacksonville Drug Abuse Program wrote a letter in December, 1977, indicating his interest in the continuation of the project and stated that continuation would be based on how well the project met its objectives. All aspects of the project, including the data, have been reviewed by representatives of HRS and JDAP. The evaluation of the project by these agencies was favorable.

The Nova participant cooperated with the director of JDAP in writing another grant proposal that was in the process of being sent through channels in September 1978 for approval. SEIP counselors were at work in the schools for a second school year pending approval of continuation funding. It was expected that the grant would be approved, permitting them to continue providing therapeutic support services for severely emotionally handicapped secondary students throughout the year. (See Appendix, p. 126.)

Even though no expansion of support services was written into the new proposal for the 1978-79 school year, the three agencies involved were cooperating in the writing of an additional grant proposal to provide support services for a different segment of the school population than that being served by the SEIP grant.

DISSEMINATION

Reports on this project were sent to the Assistant Superintendent of Program and Pupil Evaluation, Duval county School System, the Director of JDAP, state and local representatives of HRS, the Consultant, Program for the Emotionally Handicapped, State Department of Education, the Coordinator of the Florida Learning Resource Center (FLRS Crown) and to the Director of Exceptional Student Education, Duval County School System.

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APPENDIX

GLOSSARY

B.T.	Blessed Trinity, School #183
E.H.	Emotionally Handicapped
E.H. students	Students who have been identified and placed in special education programs for the emotionally handicapped
ESE	Exceptional Student Education (section of Duval County School System)
G.P.	Grand Park, School #14
HRS	State Division of Health and Rehabilitation Services.
JDAP	Jacksonville Drug Abuse Program (division of Mental Health Program, City of Jacksonville)
K.S.	Kirby Smith, School #25
M.H.	Mental Health
SEIP	Secondary emotionally handicapped students who are receiving supportive services from SEIP counselors
WRAT	Wide Range Achievement Test

CURRICULUM

PROGRAM FOR EMOTIONALLY HANDICAPPED
by
Lucille Coberly

The behavioral objectives for emotionally handicapped students have been revised in accordance with recommendations which came out of the Needs Assesment Ouestionnaire completed by teachers who worked in the Program during the 1976-1977 school year and the recommendations which came from the Curriculum Committee.

The Curriculum Committee was selected through a stratified random sampling technique to represent all aspects of the Program. The Committee used some commercially prepared behavioral objectives on a trial basis and met together periodically during the 1976-77-school year.

At the end of the year, the committee recommended that we continue to use theBehavioral Objectives originated in Duval County with certain revisions including the addition of certain new objectives.

The Behavioral Objectives are divided into six categories: Aggressive Behaviors, Passive or Withdrawn Behaviors, Anxious Behaviors, Immature Behaviors, Inadequate Behaviors, and other Behaviors.

In each category an attempt has been made to list the objectives sequentially with objectives reflecting the lowest levels of behavior listed first even though it is not possible in every case.

In each category there is a series of objectives. Each objective is followed by the criterion measure which gives the specific conditions necessary for the student to accomplish the objective.

Following the criterion measure is a description or examples of the specific behavior the objective refers to.

This description is followed by a three point rating scale which will indicate on the basis of the frequency of the behavior whether the behavior displayed by the student should be considered a severe, moderate, or mild problem In each objective, a 3 rating indicates that the problem is severe. A 2 rating indicates that the problem is moderate. A 1 rating indicates that the problem is mild.

These ratings are to be noted on the Pre-Post Behavior Checklist along with the actual frequency of the behavior counted so that the degree of severity of the problem related to each of the objectives may be easily seen.

The rating scale is followed by specific instructions on what behaviors to count and for what periods of time.

BEHAVIORAL OBJECTIVES

PROGRAM FOR EMOTIONALLY HANDICAPPED

SECONDARY AND ELEMENTARY

1.0 AGGRESSIVE BEHAVIORS

1.1 The student will show respect for the teacher and other adult authority figures.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for an act of disrespect toward a teacher or any other adult authority figure during a nine week period.

Evidence of a problem in this area might include talking back, refusing to do what is asked, defying, making an obscene gesture at or physically attacking the teacher or other adult authority figures at school.

3 ______ Shows disrespect for an authority figure several times a day
2 ______ Several times each week
1 ______ Occasionally

Count number of times student shows disrespect for an authority figure each day for a week.

1.2 The student will respect the physical person of his peers.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for physically attacking or annoying his peers more than once a week.

Evidence of a problem in this area might include pushing, shoving, spitting on, kicking, throwing objects at, or in any other way placing hands on part of the body of one's peers in order to physically hurt or annoy.

3 ______ Physically attacks or annoys peers several times a day
2 ______ Several times each week
1 ______ Occasionally

Count number of times a student physically attacks or annoys his peers each day for a week.

1.3 The student will use socially acceptable language and gestures.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for the use of socially unacceptable language or gestures more than once a week.

Evidence of a problem in this area might include the use of curse words, profanity, name calling, belittling, hurtful, abusive, degrading, or threatening language or vulgar gestures.

3 ______ Uses unacceptable language or gestures several times a day
2 ______ Several times each week
1 ______ Occasionally

Count number of times student uses unacceptable language or gestures each day for one week.

1.4 The student will come to school without any weapons.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for carrying or using any kind of weapon at school for a nine week period.

Evidence of a problem in this area might include having on the person or using at school any object which might be construed to be a weapon such as a gun, knife, stick, pop gun, rock, razor, chinese sticks, chains, or strap.

3 ______ Brings a weapon to school one or more times a week.
2 ______ One or more times a month
1 ______ Occasionally

Count the number of times student brings a weapon to school with him for one month.

1.5 The student will respect his own property and the property of others.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention due to the destruction of property during a nine week period.

Evidence of a problem in this area might include apparent purposeful marring, deforming of or destruction of books, desks, chairs, windows, doors, walls, and equipment.

3 ______ Engages in willful destruction of property at least once a day
2 ______ Two or more times a week
1 ______ Occasionally

Count the number of times student engages in willful destruction of property for two weeks.

2.0 PASSIVE OR WITHDRAWN BEHAVIORS

2.1 The student will interact with another person in a learning or social activity in an appropriate manner.

Criterion measure - The student will demonstrate this learned behavior by interacting with another person in an appropriate manner without adult intervention at least once each day.

Evidence of a problem in this area might include extreme shyness, turning away or putting head down when spoken to, and lack of response to persons in the environment.

3 ______ Interacts appropriately fewer than five times daily
2 ______ Between five and fifteen times daily
1 ______ Between fifteen and twenty-five times daily

Count number of spontaneous, person-to-person interactions each day for a week.

2.2 The student will interact with a group in an appropriate manner.

Criterion measure - The student will demonstrate this learned behavior by interacting in a group situation in an appropriate mannerwithout adult intervention at least once a day.

Evidence of a problem in this area might include refusal to participate in group activities, sitting alone while peers are engaged in aninteresting group endeavor, hanging back from the group when classmates are walking together, and appearing not to want to be a part of the group.

3 ______ Rarely interacts with group even with adult intervention
2 ______ Will usually interact with group but requires adult intervention
1 ______ Occasionally refuses to participate in group activities.

Count number of spontaneous group interactions each day for a week.

2.3 The Student will relate his needs to others in an appropriate manner.

Criterion measure - The student will demonstrate this learned behavior by relating his needs in an appropriate manner not requiring adult intervention more than once each day.

Evidence of a problem in this area might include not requesting help from the teacher on a difficult problem, when out of paper, when a pencil needs sharpening, when student feels ill or is being annoyed by another student.

3 ______ Fails to relate needs at least once each day
2 ______ At least once each week
1 ______ Occasionally

Count number of times student fails to relate his needs each day for a week.

2.4 The student will respond appropriately to conversation initiated by others.

Criterion measure - The student will demonstrate this learned behavior by responding appropriately without adult intervention to all conversations initiated by others each day.

Evidence of a problem in this area might include not speaking when spoken to, ignoring persons initiating conversations, and refusing to answer questions.

3 _______ Fails to respond appropriately to conversation five or more times each day
2 _______ Between one and five times each day
1 _______ Occasionally

Count number of times student fails to respond appropriately to a conversation initiated by others each day for a week.

2.5 The student will initiate conversations with others.

Criterion measure - The student will demonstrate this learned behavior by initiating at least one conversation (other than a simple request) each day.

Evidence of a problem in this area might include no verbal attempt to speak to another person to engage in "conversation" when it would be appropriate to do so or making only a short, simple request.

3 _______ Initiates two or fewer conversations during a day
2 _______ Three to five conversations daily
1 _______ Five to eight conversations daily

Count number of conversations initiated by student each day for a week.

2.6 The student will spontaneously express his feelings in an appropriate manner.

Criterion measure - The student will demonstrate this learned behavior by spontaneously expressing his feelings appropriately more frequently than once each day.

Evidence of a problem in this area might include lack of appropriate affect, no smiling or laughing when happy or something is funny, no frowning when displeased, or laughing and giggling while being corrected

3 _______ Fails to spontaneously express feelings appropriately several times each day
2 _______ At least once each day
1 _______ Occasionally

Count number of times student's expression of affect does not match his feelings or he fails to spontaneously express an appropriate affect each day for a week.

2.7 The student will maintain contact with reality.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for daydreaming or fantasizing more than once each day.

Evidence of a problem in this area might include staring into space, mumbling to self, fantasizing, relating incidents not based on real happenings, or appearing to be off in a world of his own.

3 ______ Appears to lose contact with reality several times each day
2 ______ At least once each day
1 ______ Occasionally

Count number of times student appears to lose contact with reality each day for a week.

3.0 ANXIOUS BEHAVIORS

3.1 The student will be free from excessive or inappropriate worry.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for inappropriate worrying more than once each week.

Evidence of a problem in this area might include undue concern over not getting all answers correct, not finishing work on time, being late for lunch, or the possibility of rain when it's time to walk home from school.

3 ______ Evidences excessive or inappropriate worry daily
2 ______ Two or three times a week
1 ______ Occasionally

Count number of times student evidences excessive or inappropriate worry each day for a week.

3.2 The student will be free from excessive and unfounded complaints of physical illness.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for inappropriate complaints of physical illness more than once each week.

Evidence of a problem in this area might include complaints of headaches, stomachaches, vague undefinite pains, needing to go to the clinic, especially when frustrated or wanting to escape an unpleasant situation.

3 ______ Feigns physical illness daily
2 ______ Two or three times a week
1 ______ Occasionally

Count the number of times student feigns illness each day for a week.

3.3 The student will be free from excessive and inappropriate fearfulness.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for expressions of excessive or inappropriate fearfulness more than once each week.

Evidence of a problem in this area might include inordinate expressions of fear related to bugs, spiders, snakes, the dark, certain people or other objects which should not logically generate much fear.

3 ______ Exhibits extreme or unfounded fearfulness daily
2 ______ Two or three times a week
1 ______ Occasionally

Count the number of times student exhibits extreme or unfounded fearfulness each day for a week.

3.4 The student will be free from excessive nervous gestures and body movements.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for exhibiting excessive nervous gestures or body movements more than once each day.

Evidence of a problem in this area might include foot tapping, finger tapping, nail biting, jumpiness, jitteriness, nose twitching, frequent sighing, nervous tics, rocking in chair, gritting teeth, or biting inside of mouth.

3 ______ Exhibits excessive nervous gestures daily
2 ______ Two or three times a week
1 ______ Occasionally

Count the number of times student exhibits excessive nervous gestures each day for a week.

3.5 The student will react appropriately when confronted with frustrating or confusing situations.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for responding inappropriately to a frustrating or confusing situation more than once each day.

Evidence of a problem in this area might include tearing up assignment papers, breaking pencils, refusing to get on task or crying.

3 ______ Responds inappropriately to frustrations or confusion daily
2 ______ Two or three times a week
1 ______ Occasionally

Count number of inappropriate responses to frustration or confusion each day for a week.

3.6 The student will attend school regularly.

Criterion measure - The student will demonstrate this learned behavior by having no more than nine unexcused absences during a nine week period.

Evidence of a problem in this area might include frequent absenteeism, truancy, no note from parent explaining absence when student returns to school, and "school phobias".

3 ______ Is absent more than nine times during a nine week period
2 ______ Nine times during a nine week period
1 ______ Between five and eight times during a nine week period

Count number of unexcused absences during a nine week period.

4.0 IMMATURE BEHAVIORS

4.1 The student will keep inappropriate objects out of his mouth.

Criterion measure - The student will demonstrate this behavior by not requiring adult intervention for putting inappropriate objects into his mouth more than once each week.

Evidence of a problem in this area might include sucking the thumb, hand, or other fingers, chewing or sucking excessively on a pencil, toy, or other object.

3 ______ Has inappropriate objects in his mouth several times a day
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student has inappropriate objects in his mouth each day for a week.

4.2 The student will use appropriate speech patterns.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for inappropriate speech patterns more than once each week.

Evidence of a problem in this area might include use of baby talk, repetitive speech, echolalia, excessive giggling, or talking or mumbling to self.

3 ______ Uses inappropriate speech patterns several times a day
2 ______ Several times each week
1 ______ Occasionally

Count the number of times inappropriate speech patterns are used each day for a week.

4.3 The student will control his temper.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for loss of temper during a nine week period.

Evidence of a problem in this area might include an exhibition of anger, loss of self-control, or tantrum-like behaviors such as foot stomping, fist shaking, or yelling.

3 ______ Loses control of temper several times a day
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student loses control of his temper each day for a week.

4.4 The student will exhibit an appropriate degree of physical contact with others.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for inappropriate physical contact more than once each week.

Evidence of a problem in this area might include excessive touching, patting, hugging, kissing, and constant attempts to be physically near peers or teacher.

3 ______ Exhibits an inappropriate degree of physical contact with others daily
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student exhibits an inappropriate degree of physical contact with others each day for a week.

4.5 The student will exhibit an appropriate degree of sensitivity.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for hypersensitivity more than once each week.

Evidence of a problem in this area might include getting feelings hurt too easily, over-reacting to almost all situations, or crying over minor annoyances.

3 ______ Exhibits hypersensitivity several times each day
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student exhibits hypersensitivity each day for a week.

4.6 The student will demonstrate appropriate sexual behavior.

Criterion measure - The student will demonstrate this behavior by not requiring adult intervention due to inappropriate sexual behavior during a nine week period.

Inappropriate sexual behavior might include exposure of genitals, masturbation in the classroom and sexual overtures toward or fondling, etc. of peers.

3 ______ Demonstrates inappropriate sexual behavior several times a day
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student demonstrates inappropriate sexual behavior each day for a week.

5.0 INADEQUATE BEHAVIORS

5.1 The student will avoid engaging in inappropriate attention-seeking behaviors.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for inappropriate attention-seeking behavior more than once a day.

Evidence of a problem in this area might include bragging, showing off, clowning around, exaggerating abilities, and doing stunts.

3 ______ Seeks attention inappropriately daily
2 ______ Several times a week
1 ______ Occasionally

Count the number of times student seeks attention inappropriately each day for a week.

5.2 The student will exhibit behavior that is appropriate and considered to be within the "normal" range.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for exhibiting bizarre or maladaptive behavior more than once a day.

Evidence of a problem in this area might include bizarre behavior such as student believing he is a frog or some other animal or a famous person, having a foot fetish, being a compulsive hand washer, or having delusions of grandure.

3 ______ Exhibits bizarre behavior several times daily
2 ______ Several times a week
1 ______ Occasionally

Count the number of times student exhibits bizarre behavior each day for a week.

5.3 The student will tell the truth.

Criterion measure - The student will demonstrate this behavior by not requiring adult intervention for lying more than once in a nine week period.

Evidence of a problem in this area might include obvious, deliberate, habitual inaccurate accounts of what has happened in a given situation, "story-telling", lying to escape blame, accusations of telling falsehoods from peers.

3 ______ Lies several times a day
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student lies each day for a week.

5.4 The student will demonstrate self-confidence.

Criterion measure - The student will demonstrate this learned behavior by exhibiting self-confidence more often than a lack of self-confidence each week

Evidence of a problem in this area might include wanting the teacher to make all the decisions, being unsure in new situations, unable to stand up for what he believes, having difficulty attempting new tasks, unable to act independently, wanting another student to speak for him, or seems incapable of asserting himself in situations where this would be appropriate.

3 ______ Exhibits a lack of self-confidence daily
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student demonstrate self-confidence and demonstrates a lack of self-confidence each day for a week.

5.5 The student will elicit positive responses from his peers.

Criterion measure - The student will demonstrate this learned behavior by having his peers interact positively with him more often than negatively each day.

Evidence of a problem in this area might include peers being repulsed by the student, refusing to work with him or sit near him, or not including him as a member of the group.

3 ______ Elicits nearly all negative responses from peers
2 ______ More negative than positive
1 ______ Negative and positive are about equal

Count the number of positive responses elicited from peers and the number of negative responses elicited from peers each day for a week.

5.6 The student will graciously accept the successes and accomplishments of others.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for exhibiting excessive jealousy more than once each week.

Evidence of a problem in this area might include minimizing the accomplishments of another, trying to attract the teacher's attention away from another student, breaking an art object created by another student, verbally putting a fellow student down, or rejecting the teacher who is giving attention to other students.

3 ______ Exhibits excessive jealousy daily
2 ______ Several times each week
1 ______ Occasionally

Count the number of times student exhibits excessive jealousy each day for a week.

5.7 The student will be well groomed and clean.

Criterion measure - The student will demonstrate this behavior by not calling the teacher's attention to himself or causing his peers to comment on his poor grooming or his lack of personal cleanliness for a nine week period.

Evidence of a problem in this area might include wearing dirty clothing, foul body ordors, greasy hair, dirty skin, fingernails, etc.

3 ______ Almost always dirty and poorly groomed
2 ______ Several times a week
1 ______ Occasionally

Count the number of times student comes to school dirty or poorly groomed for two weeks.

6.0 OTHER BEHAVIORS

6.1 The student will stay in his seat when it is appropriate to do so.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for out-of-seat behavior more than once each day.

Evidence of a problem in this area might include wandering around the classroom, leaving seat to sharpen pencil or ask teacher a question frequently, hyperactivity, and leaving seat after being asked specifically to remain at his seat.

3 ______ Inappropriately leaves seat more than ten times a day
2 ______ Between five and ten times each day
1 ______ Between one and five times each day

Count the number of times student leaves his seat when it is inappropriate to do so each day for a week.

6.2 The student will help maintain a peaceful atmosphere in the classroom.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for disrupting the classroom atmosphere more than once a day.

Evidence of a problem in this area might include making disruptive noises, throwing paper wads, or shooting rubber bands.

3 ______ Disrupts the classroom atmosphere more than ten times each day
2 ______ Between five and ten times each day
1 ______ Between one and five times each day

Count the number of disruptions each day for a week.

6.3 The student will learn to talk at the appropriate time.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for talking at inappropriate times more than once a day.

Evidence of a problem in this area might include talking out without raising hand and being recognized by the teacher or frequent talking to peers which interferes with on-task behavior.

3 ______ Talks at inappropriate times more than ten times each day
2 ______ Between five and ten times each day
1 ______ Between one and five times each day

Count the number of times student talks at inappropriate times each day for a week.

6.4 The student will perform the assigned tasks.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for refusing to perform assigned tasks more than once a day.

Evidence of a problem in this area might include outright refusal to perform the assigned task.

3 ______ Refuses to perform an assigned task at least once each day
2 ______ Several times a week
1 ______ Occasionally

Count the number of times student refuses to perform assigned tasks each day for a week.

6.5 The student will begin assigned tasks independently.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for not beginning assigned tasks independently more than once a day.

Evidence of a problem in this area might include taking as long as five minutes to get started on an assigned task, making a habit of asking teacher or aide to repeat instructions several times, and being seemingly incapable of beginning work even when is something student was able to do previously.

3 ______ Fails to begin assigned task independently at least once each day
2 ______ Several times a week
1 ______ Occasionally

Count the number oftimes student fails to begin work on assigned task independently each day for a week.

6.6 The student will complete work on time.

Criterion measure - The student will demonstrate this learned behavior by not requiring adult intervention for not completing work on time more than once a day.

Evidence of a problem in this area might include getting off task frequently and unnecessarily, not finishing task within the time limit, or taking much longer to complete tasks comparable to those done by other students.

3 ______ Fails to complete work on time at least once each day
2 ______ Several times a week
1 ______ Occasionally

Count the number of times student fails to complete work on time each day for a week.

6.7 The student will achieve at a level commensurate with his measured potential.

Criterion measure - The student will demonstrate this learned behavior by achieving at the grade level expected at the student's mental age in the areas of reading and mathematics.

Evidence of a problem in this area might include achieving one or more grade levels below what would be expected according to the student's chronological age and intelligence quotient.

3 ______ Achieves more than two years below potential
2 ______ Two years below potential
1 ______ One year below potential

Count the number of years or grade levels the student achieves below his potential for achievement.

OTHER OBJECTIVES

If a student exhibits a behaviorial problem that is not described in this list, develop your own behaviorial objective and criterion measure. Writ this objective on the student's individual Educational Program and breifl state it on the PRE-POST BEHAVIOR CHECKLIST. Count the frequency of the behavior in the same way you do for the other objectives.

PRE-POST BEHAVIOR CHECKLIST
INSTRUCTIONS AND HINTS FOR USE

1. Use one checklist for each of the E.H. students in your class.

2. Indentify all objectives that the student needs to work on through gross estimates of behavior by observation and past records on the student.

3. All objectives that the student needs to work on may be identified with a small check mark beside the key word or in the left hand margin.

4. Each of the numbered objectives are paired on the checklist with a key word or words so that you will not have to look back at the entire set of objectives (after you have become thoroughly familiar with them) to remember which objectives a student is working on.

5. Count the frequency of problem behaviors within the first two weeks after a student enters class unless there is a "honeymoon".

6. Teachers in self-contained classes may want to use teacher's aides to count behaviors.

7. If possible, do not apply interventions until a baseline of behavior has been established or until you have determined that the behavior is severe (3).

8. Under Start of Program indicate month and day of last day of count, the rating of the behavior (1, 2, or 3 circled), and the actual frequency count of the behavior. (Sample: 9/5 ③ 15).

9. Identify new objectives at any time a new problem becomes apparent.

10. You probably feel that you cannot work on all of the problem behaviors at once. Work on as many as you can. If you will choose a severe problem behavior in a category and apply appropriate intervention techniques, often the main objective will be accomplished and related objectives may be achieved as well.

11. Spaces have been provided for you to write in any additional objectives which might be needed for an individual student.

12. Update the Checklist each nine weeks.

13. Numbers and Key Words from the Checklist may be used on the student's Individual Educational Program.

14. When an objective has been completed, put the date and a * in the appropriate 9 week column.

3-severe
2-moderat
1-mild

DUVAL COUNTY

BEHAVIORAL CHECKLIST

FOR EMOTIONALLY HANDICAPPED

Student Name Date School Type of Class ESE Teacher

THE DATE, RATING, AND ACTUAL COUNT OF BEHAVIORS

OBJECTIVE NUMBER AND KEY WORDS	START OF PROGRAM	1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 w
1.1 Respect teacher					
1.2 Attacks peers					
1.3 Language					
1.4 Weapons					
1.5 Property					
2.1 Interacting					
2.2 Group					
2.3 Related Needs					
2.4 Respond conversation					
2.5 Initiate conversation					
2.6 Express feelings					
2.7 Reality contact					
3.1 Worry					
3.2 Illness					
3.3 Fear					
3.4 Nervous gestures					
3.5 Frustration					
3.6 Attendance					
4.1 Object in mouth					
4.2 Appropriate speech					
4.3 Temper					
4.4 Physical Contact					
4.5 Sensitivity					
4.6 Sexual Behavior					
5.1 Attention seeking					
5.2 Bizarre behavior					
5.3 Lying					
5.4 Self-confidence					
5.5. Elicit positive response					
5.6 Jealousy					
5.7 Well groomed					
6.1 In seat					
6.2 Disruptive noises					
6.3 Talking out					
6.4 Won't do assignments					
6.5 Begin independently					
6.6 Finish on time					
6.7 Achieve at potential					

SPECIAL EDUCATION INTERVENTION PROJECT
DATA FORM

WIDE RANGE ACHIEVEMENT TEST SCORES

SCHOOL ________________

NAME	STUDENT NUMBER	DATE OF BIRTH	# OF STUDENT ABSENCES EACH QUARTER AND TOTAL					PRE-READING		POST-READING		PRE-ARITH		POST-ARITH		BEHAVIOR RATINGS		PROMOTION RETENTION	ARTICULATION STATUS			
			1	2	3	4	TOTAL	RAW SCORES	GRADE LEVEL	RAW SCORES	GRADE LEVEL	RAW SCORES	GRADE LEVEL	RAW SCORES	GRADE LEVEL	PRE-	POST		1	2	3	4

SPECIAL EDUCATION INTERVENTION PROJECT
IN-KIND DOCUMENTATION

For month of ______________, 19__

EMPLOYEE NAME ______________________ SOCIAL SECURITY NUMBER ______________________

EMPLOYEE CLASS TITLE ______________________ SCHOOL NAME ______________________

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL
HOURS WORKED THIS PROJECT*																																
OTHER HOURS WORKED																																
TOTAL HOURS THIS DATE																																

EMPLOYEE CERTIFICATION ______________________ (Employee Signature) ________ (Date)

VERIFIED BY ______________________ (Program Specialist) ________ (Date)

______________________ (Program Director) ________ (Date)

* time to be reported in ¼ hour increments

↑ DO NOT WRITE BELOW THIS LINE ↑

SALARY RATE (HOURLY) $__________

EMPLOYEE BENEFITS (HOURLY) $__________

TOTAL PERSONNEL COST (HOURLY) $__________

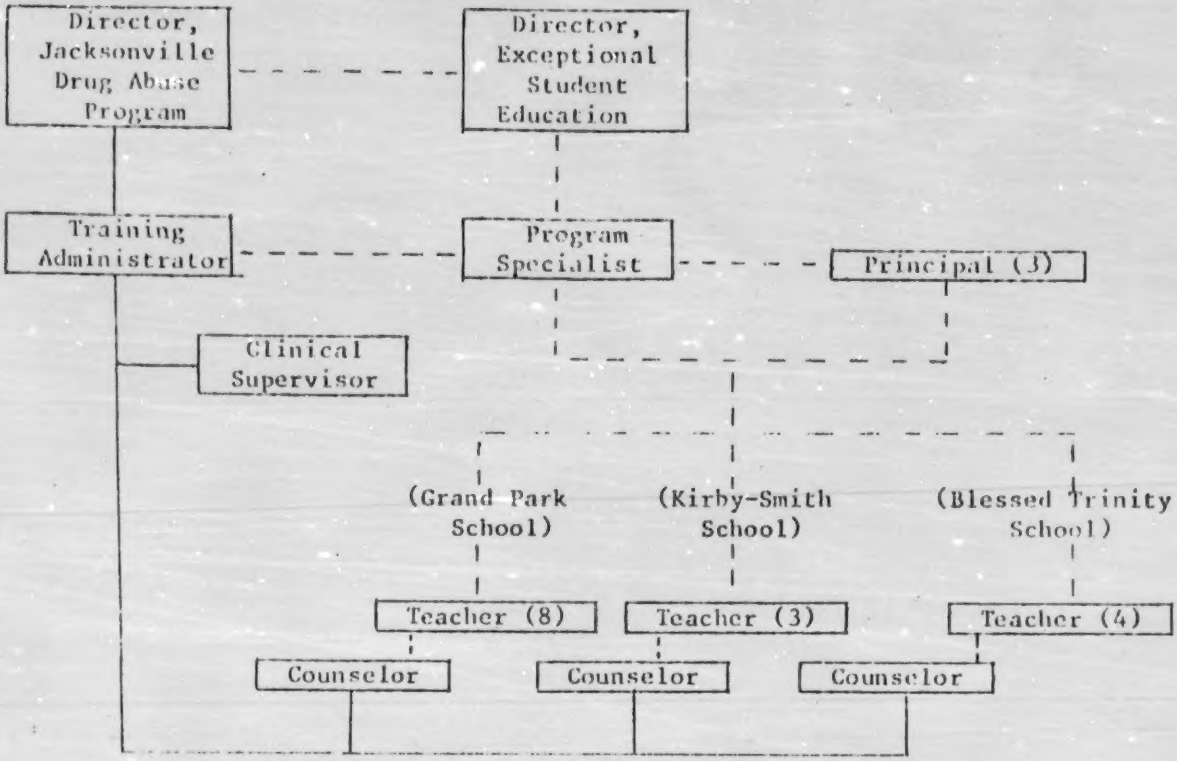
TOTAL PERSONNEL COST (HOURLY) $__________

NUMBER HOURS WORKED THIS PROJECT (THIS REPORT) X __________

TOTAL COST THIS REPORT $__________

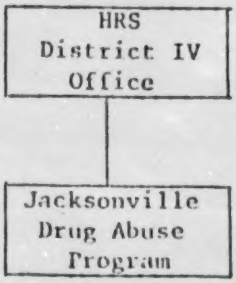
Organizational Chart

Showing Lines of Authority for Program Administration and Staff Supervision


Director, Jacksonville Drug Abuse Program
Director, Exceptional Student Education
Training Administrator
Program Specialist
Principal (3)
Clinical Supervisor
(Grand Park School)
(Kirby-Smith School)
(Blessed Trinity School)
Teacher (8)
Teacher (3)
Teacher (4)
Counselor
Counselor
Counselor

NOTE: Solid lines indicate employees of the Jacksonville Drug Abuse Program and/or the project; broken lines indicate employees of the Duval County Public Schools.

Flow of Accountability for Grant Monies


HRS District IV Office
Jacksonville Drug Abuse Program

STATEMENT OF RESPONSIBILITIES

Counselor, Special Education Intervention Project

Job Specifications: See City of Jacksonville; Job Description for Social Worker, Principal/Grant

Responsible to: Director, Jacksonville Drug Abuse Program through the Supervisor, Outpatient Unit.

Job Summary: Provision of intensive direct client services through individual group, and family counseling and therapy.

The Counselor will:

1. Provide individual and group counseling and therapy for students.
2. Assist in crisis intervention with project students in the classroom, in other areas of the school, or at the students' home (as agreed upon by the total professional staff).
3. Take the major responsibility with the assistance of the teachers for a monthly parent education program.
4. Provide family therapy as appropriate.
5. Make visits to the homes of students (occasionally accompanied by a teacher).
6. Attend in-service training programs as directed by the Supervisor, Outpatient Unit.
7. Conduct in-service programs for the instructional staff as needed.
8. Maintain appropriate records pursuant to the grant requirements.
9. Follow-up on those students who leave the program.
10. Utilize all appropriate community resources to provide support services for students.
11. Perform other assignments as designated by the Supervisor, Outpatient Unit.

TYPICAL DAY FOR COUNSELOR

7:30 - 8:15	See individual student for a counseling session
8:15 - 9:00	Group therapy session in one teacher's class
9:00 - 9:15	Observe and work with students in the classroom
9:15 - 10:00	Group therapy session in one teacher's class
10:00 - 10:30	See individual student for a counseling session
10:30 - 11:00	See individual student for a counseling session
11:00 - 11:45	See individual student for a counseling session
11:45 - 12:15	Lunch
12:15 - 12:30	Observe and work with students in the classroom
12:30 - 1:30	Routine record keeping
1:30 - 2:30	Staffings and discussions with teaching staff regarding students
*7:00 - 8:00	Home visit

*Teachers work a seven hour day. The Social worker will have an additional hour of work each day which may be spent doing home visits, providing an educational program for parents of clients, meeting with each other, doing follow up, etc.

TYPICAL DAY FOR STUDENT/CLIENT

7:25	Arrives at school.
7:30 - 9:15	In class with one teacher for science and mathematics.
9:15 - 11:00	In class with one teacher for reading and language arts.
10:00 - 11:00	Participants in group therapy in the classroom with teacher and project counselor.
11:00 - 11:45	In class with one teacher for social studies.
11:45 - 12:15	Lunch
12:15 - 1:00	Sees project counselor for individual counseling session.
1:00 - 1:30	Outside or in gym for physical education.
1:30 -	Goes home.
After School	Is visited in home by project counselor.

Page ____ of ____

JACKSONVILLE DRUG ABUSE PROGRAM

SPECIAL EDUCATION INTERVENTION PROJECT

STUDENT SERVICE REVIEW FORM

chool____________________ For Week of ___/___/___ (Sunday) thru ___/___/___ (Saturday)

pervisor____________________ (Signature) Counselor____________________ (Signature)

STUDENT NAME	DATE	TIME	LENGTH Hrs,Mins	SERVICE DELIVERED	COMMENTS
		M			
		M			
		M			
		M			
		M			
		M			
		M			
		M			
		M			
		M			
		M			
		M			
		M			
		M			

RVICE DELIVERY KEY
heck all that apply)

	Individual Counseling
	Group Counseling
	Family Counseling
	Student/Teacher Conference
	Teacher Conference Only
	Parent Conference Only
	Home Visit
	Service Referral (Specify)
	Other (Specify)

JACKSONVILLE DRUG ABUSE PROGRAM

SPECIAL EDUCATION INTERVENTION PROJECT

O: ______________________________, Out-Patient Supervisor

ROM: ______________________________, ______________________________ (School)

E: Documentation of Time and Attendance

				TOTAL			
	DATE	HOURS WORKED	LOCATION	W	S	V	A
onday							
uesday							
ednesday							
ursday							
iday							

TOTAL HOURS: __________

____
SEIP Counselor

____
Teacher

TREATMENT PLAN

Client's Name: ______________________ Client Identifier: ______________________
Modality: ______________________ Counselor: ______________________

Long Term Goal:
Date Set:
Target Date:

Short Term Goals	Date Set	Target Date	Eval.	Tasks	Date Set	Target Date	Eva

RESOURCES

Human:	At Kirby Smith:	17 EH Students 2 Teachers 1 Counselor
	At Blessed Trinity:	23 EH Students 4 Teachers 1 Counselor
	At Grand Park:	28 EH Students 8 Teachers 1 Counselor
	Other:	Director, JDAP Director, ESE Coordinator, Program and Pupil Evaluation Specialist, Program for EH (participant) Consultants for In-Service Training

Facilities: Adequate office space and furniture for the counselors will be provided at no additional expense in each of the three project schools.

Space for in-service training and other group meetings will be provided by the Health Department (JDAP) or by one of the three project schools at no charge.

Materials: Testing - WRAT to be purchased through grant funds
- Pre-Post Behavior Checklist provided by Duval County ESE, Program for E.H.
- Printing, mailing, and clerical services provided by JDAP or ESE as appropriate

Financial: For personnel and expenses

$46,347.00	provided by SEIP Grant
15,630.00	provided by Duval County
$	In-Kind
$61,977.00	Total Budget

ACTIVITIES OF THE PARTICIPANT AND THE TIME LINE FOR THESE ACTIVITIES

Aug., 1977	Meet with Chief, Mental Health Division, City of Jacksonville; and Director, JDAP to discuss a project to provide support service for secondary E.H. students in the schools.
Aug., 1977	Get verbal approval from Director of ESE in the school system to proceed with writing a grant proposal
Aug., 1977	Write grant proposal with Director of JDAP
Aug., 1977	Meet with representatives of HRS and Director of JDAP to discuss grant proposal
Sept., 1977	Meet with Assistant Superintendent of Program and Pupil Evaluation to get approval for project
Sept., 1977	Meet with evaluation specialists from the Mental Health Program Office, HRS and others to discuss project
Sept., 1977	Meet with Coordinator of Program and Pupil Evaluation in the school system to discuss project
Sept., 1977	Discuss and develop a form for SEIP In-Kind Documentation with the Business Manager, Division of M.H., City of Jacksonville
Oct., 1977	Collect and tabulate data on behavior and academic achievement of SEIP students.
Oct., 1977	Obtain information on school system personnel who will participate in SEIP for documentation of In-Kind monies
Oct., 1977	Present SEIP to representative of the Finance Committee and to the Finance Committee of the City Council of Jacksonville for approval
Oct., 1977	Present SEIP to City Council of Jacksonville for approval

Oct., 1977	With the Director of JDAP interview and select for employment three project counselors
Oct., 1977	Provide orientation and in-service training for three new SEIP counselors
Oct., 1977	Prepare teachers, principals and others in the SEIP schools for working with the project counselors
Oct.-Nov., 1977	Help new SEIP counselors get established and begin work in their schools
Nov., 1977	Write Statement of Responsibilities (specific job description) for project counselors
Nov., 1977	Visit SEIP sites with Director of JDAP
Oct.-June, 1977	Provide liason between JDAP and the SEIP counselors
Oct.-June, 1977	Monitor at least twice each month the work of the SEIP counselors in the schools
Oct.-June, 1977	Be responsible for securing and turning in to Business Manager, Division of M.H., City of Jacksonville, In-Kind Documentation Forms at end of each month
Oct.-June, 1977	In cooperation with the Director of JDAP resolve any problems related to the SEIP counselors which might come up during the school year
Dec., 1977	Meet with HRS representative for project review and site visitations
Jan., 1977	In cooperation with the Director of JDAP plan an in-service training workshop for SEIP counselors and other project personnel from the schools
Feb., 1977	SEIP personnel attend in-service training in cooperation with the Director of JDAP plan a follow-up in-service training workshop for SEIP counselors and other project personnel from the schools
March, 1977	SEIP personnel attend in-service training

March, 1977	Develop instruments to measure the attitudes of SEIP teachers toward the SEIP counselors
April, 1977	Design form and instruction sheet for collecting end of the year data on behavior and academic achievement of SEIP
May, 1977	Coordinate post-testing and end of year evaluation activities
June, 1977	Receive completed data forms and other information for evaluation of practicum
June, 1977	Meet with SEIP counselors and school system personnel for project review
July, 1977	Perform evaluation activities
July, 1977	Meet with JDAP and HRS representatives to discuss results of SEIP and possible continuation and expansion of the project
Aug., 1977	Write practicum report and submit to Nova
Aug., 1977	If project is successful, prepare to resubmit grant request for the coming year

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 1

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	3	3
	1.3 Language	3	3
	1.4 Weapons		
	1.5 Property	3	3
	Totals	12	12
Passive or Withdrawn Behaviors	2.1 Interacting	2	3
	2.2 Group	2	2
	2.3 Related needs	3	3
	2.4 Respond conversation	2	1
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact	2	3
	Totals	11	12
Anxious Behaviors	3.1 Worry	3	3
	3.2 Illness	2	1
	3.3 Fear	0	0
	3.4 Nervous gestures	3	3
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	11	9
Immature Behaviors	4.1 Object in mouth	2	2
	4.2 Appropriate speech		
	4.3 Temper	3	3
	4.4 Physical contact		
	4.5 Sensitivity	3	3
	4.6 Sexual behavior		
	Totals	8	8
Inadequate Behaviors	5.1 Attention seeking	1	3
	5.2 Bizarre behavior		
	5.3 Lying	3	3
	5.4 Self-confidence	3	3
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	7	9
Other Behaviors	6.1 In seat	3	3
	6.2 Disruptive noises	1	3
	6.3 Talking out	3	3
	6.4 Won't do assigments	3	3
	6.5 Begin independently	3	3
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	19	21
	Total		

3-severe
2-moderat
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 2

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	1	
	1.3 Language	3	3
	1.4 Weapons		
	1.5 Property		
	Totals	7	5
Passive or Withdrawn Behaviors	2.1 Interacting	2	2
	2.2 Group	3	1
	2.3 Related needs		
	2.4 Respond conversation	3	2
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals	8	5
Anxious Behaviors	3.1 Worry	3	2
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	3
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	9	7
Immature Behaviors	4.1 Object in mouth	3	3
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	2	
	4.5 Sensitivity	3	3
	4.6 Sexual behavior		
	Totals	11	8
Inadequate Behaviors	5.1 Attention seeking	3	3
	5.2 Bizarre behavior		
	5.3 Lying	3	3
	5.4 Self-confidence	2	2
	5.5 Elicit positive response		
	5.6 Jealousy	3	
	5.7 Well groomed		
	Totals	11	8
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	2	1
	6.3 Talking out	3	2
	6.4 Won't do assignments	2	1
	6.5 Begin independently	3	
	6.6 Finish on time		
	6.7 Achieve at potential	3	3
	Totals	16	9
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 3

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	
	1.2 Attacks peers	3	
	1.3 Language	3	
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	0
Passive or Withdrawn Behaviors	2.1 Interacting	2	
	2.2 Group	1	
	2.3 Related needs		
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals	3	0
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	3
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	6	4
Immature Behaviors	4.1 Object in mouth	2	1
	4.2 Appropriate speech		
	4.3 Temper	2	1
	4.4 Physical contact		
	4.5 Sensitivity	3	
	4.6 Sexual behavior		
	Totals	7	2
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	3	
	5.4 Self-confidence	3	3
	5.5 Elicit positive response		
	5.6 Jealousy	2	
	5.7 Well groomed		
	Totals	11	4
Other Behaviors	6.1 In seat	3	3
	6.2 Disruptive noises	1	
	6.3 Talking out	3	3
	6.4 Won't do assignments	3	
	6.5 Begin independently	3	3
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	19	15
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 4

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	3	3
	1.3 Language	3	3
	1.4 Weapons		
	1.5 Property	3	2
	Totals	12	11
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group	3	1
	2.3 Related needs	3	2
	2.4 Respond conversation	3	2
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals	9	5
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	3	3
	3.6 Attendance		
	Totals	3	3
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	2	2
	4.4 Physical contact		
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	2	2
Inadequate Behaviors	5.1 Attention seeking	3	3
	5.2 Bizarre behavior		
	5.3 Lying	3	2
	5.4 Self-confidence		
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	6	5
Other Behaviors	6.1 In seat	3	3
	6.2 Disruptive noises	3	3
	6.3 Talking out	3	3
	6.4 Won't do assignments	3	3
	6.5 Begin independently	3	1
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	21	19
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 5

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers		
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	1	
	Totals	7	4
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs		
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals	0	0
Anxious Behaviors	3.1 Worry		
	3.2 Illness	1	
	3.3 Fear	3	1
	3.4 Nervous gestures		
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	7	3
Immature Behaviors	4.1 Object in mouth	2	3
	4.2 Appropriate speech	3	3
	4.3 Temper	3	1
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	3
	4.6 Sexual behavior		
	Totals	15	12
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior		
	5.3 Lying	3	3
	5.4 Self-confidence	2	2
	5.5 Elicit positive response		
	5.6 Jealousy	3	3
	5.7 Well groomed		
	Totals	11	10
Other Behaviors	6.1 In seat	3	3
	6.2 Disruptive noises	3	2
	6.3 Talking out	3	3
	6.4 Won't do assignments		
	6.5 Begin independently	2	1
	6.6 Finish on time		
	6.7 Achieve at potential	3	3
	Totals	14	12
	S5 Total		

3-severe
2-moderate
1-mild

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PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 6

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	
	1.2 Attacks peers		
	1.3 Language	3	1
	1.4 Weapons		
	1.5 Property	3	
	Totals	9	1
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group	2	
	2.3 Related needs	3	2
	2.4 Respond conversation	2	
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals	7	2
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	3	2
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	1
	4.4 Physical contact		
	4.5 Sensitivity	2	1
	4.6 Sexual behavior		
	Totals	5	2
Inadequate Behaviors	5.1 Attention seeking		
	5.2 Bizarre behavior		
	5.3 Lying	2	1
	5.4 Self-confidence	3	
	5.5 Elicit positive response		
	5.6 Jealousy	2	
	5.7 Well groomed		
	Totals	7	1
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises		
	6.3 Talking out	3	1
	6.4 Won't do assignments	3	2
	6.5 Begin independently	3	1
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	18	11
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 7

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher		
	1.2 Attacks peers		
	1.3 Language		
	1.4 Weapons		
	1.5 Property		
	Totals		
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs		
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals		
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration		
	3.6 Attendance		
	Totals		
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper		
	4.4 Physical contact		
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals		
Inadequate Behaviors	5.1 Attention seeking		
	5.2 Bizarre behavior		
	5.3 Lying		
	5.4 Self-confidence		
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals		
Other Behaviors	6.1 In seat	2	1
	6.2 Disruptive noises		
	6.3 Talking out		
	6.4 Won't do assigments		
	6.5 Begin independently		
	6.6 Finish on time		
	6.7 Achieve at potential	3	3
	Totals	5	4
	87 Total		

2-moderate
1-mild

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PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 8

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	
	1.2 Attacks peers	3	
	1.3 Language	2	
	1.4 Weapons		
	1.5 Property		
	Totals	8	0
Passive or Withdrawn Behaviors	2.1 Interacting	2	
	2.2 Group	2	
	2.3 Related needs		
	2.4 Respond conversation	3	1
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals	7	1
Anxious Behaviors	3.1 Worry	3	
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	3	
	3.6 Attendance		
	Totals	6	0
Immature Behaviors	4.1 Object in mouth	3	
	4.2 Appropriate speech	3	
	4.3 Temper		
	4.4 Physical contact	3	1
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	9	1
Inadequate Behaviors	5.1 Attention seeking	2	
	5.2 Bizarre behavior		
	5.3 Lying	2	
	5.4 Self-confidence	3	1
	5.5 Elicit positive response		
	5.6 Jealousy	2	
	5.7 Well groomed		
	Totals	9	1
Other Behaviors	6.1 In seat	3	
	6.2 Disruptive noises		
	6.3 Talking out	3	
	6.4 Won't do assignments		
	6.5 Begin independently	3	
	6.6 Finish on time		
	6.7 Achieve at potential	2	2
	Totals	11	2
	Total		

2-moderate
1-mild

81

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 9

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	3	
	1.3 Language	3	1
	1.4 Weapons		
	1.5 Property		
	Totals	9	2
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs		
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals		
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	6	2
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	1
	4.4 Physical contact		
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	3	1
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior	3	
	5.3 Lying	2	1
	5.4 Self-confidence	3	2
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	11	4
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	3	1
	6.3 Talking out	2	1
	6.4 Won't do assigmments	3	1
	6.5 Begin independently	3	
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	3
	Totals	20	8
	89 Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 10

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	1	
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property		
	Totals	7	5
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs		
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact		
	Totals	0	0
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	
	3.5 Frustration	1	
	3.6 Attendance		
	Totals	4	0
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper		
	4.4 Physical contact		
	4.5 Sensitivity		
	4.6 Sexual behavior	3	
	Totals	3	0
Inadequate Behaviors	5.1 Attention seeking		
	5.2 Bizarre behavior		
	5.3 Lying		
	5.4 Self-confidence		
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed	1	1
	Totals	1	1
Other Behaviors	6.1 In seat	2	1
	6.2 Disruptive noises	3	3
	6.3 Talking out	3	3
	6.4 Won't do assignments	1	
	6.5 Begin independently		
	6.6 Finish on time		
	6.7 Achieve at potential		
	Totals	9	7
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 11

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	1
	1.2 Attacks peers	1	1
	1.3 Language		
	1.4 Weapons		
	1.5 Property		
	Totals	3	2
Passive or Withdrawn Behaviors	2.1 Interacting	3	2
	2.2 Group	2	
	2.3 Related needs	3	1
	2.4 Respond conversation	3	1
	2.5 Initiate conversation	3	2
	2.6 Express feelings	3	2
	2.7 Reality contact	3	2
	Totals	20	10
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	2
	3.5 Frustration		
	3.6 Attendance		
	Totals	3	2
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech	3	3
	4.3 Temper	2	1
	4.4 Physical contact		
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	5	4
Inadequate Behaviors	5.1 Attention seeking	2	3
	5.2 Bizarre behavior		
	5.3 Lying		
	5.4 Self-confidence		
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	2	3
Other Behaviors	6.1 In seat		
	6.2 Disruptive noises		
	6.3 Talking out		
	6.4 Won't do assigmments		
	6.5 Begin independently	3	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	1
	Totals	9	3
	Total		

[illegible]
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 12

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	1	1
	1.2 Attacks peers	1	1
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	2	1
	Totals	7	5
Passive or Withdrawn Behaviors	2.1 Interacting	3	2
	2.2 Group	1	1
	2.3 Related needs	3	3
	2.4 Respond conversation	1	2
	2.5 Initiate conversation		
	2.6 Express feelings	2	2
	2.7 Reality contact	3	2
	Totals	13	12
Anxious Behaviors	3.1 Worry	2	2
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	3
	3.5 Frustration	3	3
	3.6 Attendance		
	Totals	8	8
Immature Behaviors	4.1 Object in mouth	3	3
	4.2 Appropriate speech	3	1
	4.3 Temper	2	2
	4.4 Physical contact		
	4.5 Sensitivity	1	1
	4.6 Sexual behavior		
	Totals	9	7
Inadequate Behaviors	5.1 Attention seeking		
	5.2 Bizarre behavior		
	5.3 Lying		
	5.4 Self-confidence	2	2
	5.5 Elicit positive response	2	2
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	4	4
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	2	2
	6.3 Talking out	2	2
	6.4 Won't do assignments	1	
	6.5 Begin independently	3	2
	6.6 Finish on time		
	6.7 Achieve at potential	3	3
	Totals	14	10
	Total		

2-moderat
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 13

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	2
	1.2 Attacks peers	2	3
	1.3 Language	2	2
	1.4 Weapons		
	1.5 Property	2	
	Totals	8	7
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs		
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact	2	
	Totals	2	0
Anxious Behaviors	3.1 Worry	2	
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	1	
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	4	1
Immature Behaviors	4.1 Object in mouth	3	2
	4.2 Appropriate speech	3	2
	4.3 Temper	3	2
	4.4 Physical contact	1	1
	4.5 Sensitivity	2	2
	4.6 Sexual behavior	1	
	Totals	13	9
Inadequate Behaviors	5.1 Attention seeking	3	3
	5.2 Bizarre behavior		
	5.3 Lying	2	1
	5.4 Self-confidence	1	1
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	6	5
Other Behaviors	6.1 In seat	2	2
	6.2 Disruptive noises	2	1
	6.3 Talking out	2	2
	6.4 Won't do assignments	2	
	6.5 Begin independently	3	3
	6.6 Finish on time	3	2
	6.7 Achieve at potential	3	3
	Totals	17	13
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 14

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	
	1.2 Attacks peers	2	
	1.3 Language	3	
	1.4 Weapons		
	1.5 Property	3	
	Totals	11	0
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs		
	2.4 Respond conversation	1	
	2.5 Initiate conversation		
	2.6 Express feelings	2	
	2.7 Reality contact		
	Totals	3	0
Anxious Behaviors	3.1 Worry	2	
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	2	
	3.6 Attendance		
	Totals	4	0
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	1
	4.4 Physical contact		
	4.5 Sensitivity	3	2
	4.6 Sexual behavior		
	Totals	6	3
Inadequate Behaviors	5.1 Attention seeking	3	3
	5.2 Bizarre behavior		
	5.3 Lying	3	
	5.4 Self-confidence		
	5.5 Elicit positive response		
	5.6 Jealousy	3	1
	5.7 Well groomed		
	Totals	9	4
Other Behaviors	6.1 In seat	2	
	6.2 Disruptive noises	1	
	6.3 Talking out	2	2
	6.4 Won't do assignments		
	6.5 Begin independently	3	1
	6.6 Finish on time		
	6.7 Achieve at potential	3	1
	Totals	11	4
	Total		

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 15

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	
	1.2 Attacks peers	2	
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property		
	Totals	8	2
Passive or Withdrawn Behaviors	2.1 Interacting	1	1
	2.2 Group		
	2.3 Related needs	3	3
	2.4 Respond conversation	3	1
	2.5 Initiate conversation	2	
	2.6 Express feelings	3	3
	2.7 Reality contact	3	3
	Totals	15	11
Anxious Behaviors	3.1 Worry	3	3
	3.2 Illness	2	2
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	3	3
	3.6 Attendance		
	Totals	8	8
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact		
	4.5 Sensitivity	3	3
	4.6 Sexual behavior		
	Totals	6	5
Inadequate Behaviors	5.1 Attention seeking	3	3
	5.2 Bizarre behavior		
	5.3 Lying	2	2
	5.4 Self-confidence	3	3
	5.5 Elicit positive response		
	5.6 Jealousy	2	3
	5.7 Well groomed		
	Totals	10	11
Other Behaviors	6.1 In seat	1	1
	6.2 Disruptive noises		
	6.3 Talking out	2	1
	6.4 Won't do assigments	1	
	6.5 Begin independently	3	3
	6.6 Finish on time	2	3
	6.7 Achieve at potential	3	3
	Totals	12	11
	Total		

1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student BT 16

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher		
	1.2 Attacks peers		
	1.3 Language		
	1.4 Weapons		
	1.5 Property		
	Totals	0	0
Passive or Withdrawn Behaviors	2.1 Interacting	3	1
	2.2 Group	2	
	2.3 Related needs	3	1
	2.4 Respond conversation	2	
	2.5 Initiate conversation	3	1
	2.6 Express feelings	3	1
	2.7 Reality contact		
	Totals	16	4
Anxious Behaviors	3.1 Worry	3	2
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	3	1
	3.6 Attendance	3	
	Totals	9	3
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper		
	4.4 Physical contact		
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	3	1
Inadequate Behaviors	5.1 Attention seeking		
	5.2 Bizarre behavior		
	5.3 Lying		
	5.4 Self-confidence	3	2
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	3	2
Other Behaviors	6.1 In seat		
	6.2 Disruptive noises		
	6.3 Talking out		
	6.4 Won't do assignments		
	6.5 Begin independently	3	
	6.6 Finish on time		
	6.7 Achieve at potential	3	3
	Totals	6	3
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 1

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	2
	1.2 Attacks peers		
	1.3 Language	3	2
	1.4 Weapons	1	
	1.5 Property		
	Totals	6	4
Passive or Withdrawn Behaviors	2.1 Interacting	1	
	2.2 Group	3	
	2.3 Related needs	3	
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings	3	2
	2.7 Reality contact		
	Totals	10	2
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	3	2
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	
	4.6 Sexual behavior	3	1
	Totals	12	5
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior		
	5.3 Lying	2	
	5.4 Self-confidence	2	
	5.5 Elicit positive response		
	5.6 Jealousy	3	
	5.7 Well groomed		
	Totals	10	2
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	2	1
	6.3 Talking out	2	3
	6.4 Won't do assignments	3	3
	6.5 Begin independently	3	3
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	19	17
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 2

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons	3	
	1.5 Property	3	
	Totals	15	6
Passive or Withdrawn Behaviors	2.1 Interacting	2	3
	2.2 Group	3	3
	2.3 Related needs	3	
	2.4 Respond conversation	2	
	2.5 Initiate conversation	1	
	2.6 Express feelings	2	
	2.7 Reality contact	3	2
	Totals	16	8
Anxious Behaviors	3.1 Worry	2	
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	3	3
	3.6 Attendance	3	2
	Totals	8	5
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	3
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	
	4.6 Sexual behavior	3	
	Totals	12	5
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	3	3
	5.3 Lying	3	2
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	2	
	5.6 Jealousy	3	3
	5.7 Well groomed	1	
	Totals	18	12
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	3
	6.3 Talking out	3	3
	6.4 Won't do assignments	3	3
	6.5 Begin independently	3	3
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	21	20
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 3

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	3	2
	Totals	12	8
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs	2	
	2.4 Respond conversation	2	1
	2.5 Initiate conversation		
	2.6 Express feelings	1	
	2.7 Reality contact		
	Totals	5	1
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	
	3.5 Frustration		
	3.6 Attendance		
	Totals	3	0
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	1
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	
	4.6 Sexual behavior	3	1
	Totals	12	4
Inadequate Behaviors	5.1 Attention seeking	3	
	5.2 Bizarre behavior		
	5.3 Lying	3	1
	5.4 Self-confidence		
	5.5 Elicit positive response	2	1
	5.6 Jealousy	3	1
	5.7 Well groomed		
	Totals	11	3
Other Behaviors	6.1 In seat		
	6.2 Disruptive noises	2	2
	6.3 Talking out		
	6.4 Won't do assignments	3	1
	6.5 Begin independently	1	1
	6.6 Finish on time		
	6.7 Achieve at potential	1	1
	Totals	7	5
	99 Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 4

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	6
Passive or Withdrawn Behaviors	2.1 Interacting	3	
	2.2 Group	3	3
	2.3 Related needs	3	
	2.4 Respond conversation	1	2
	2.5 Initiate conversation	1	2
	2.6 Express feelings	2	
	2.7 Reality contact	3	
	Totals	16	7
Anxious Behaviors	3.1 Worry	3	
	3.2 Illness	3	
	3.3 Fear	3	1
	3.4 Nervous gestures		
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	12	3
Immature Behaviors	4.1 Object in mouth	3	2
	4.2 Appropriate speech	3	
	4.3 Temper	3	3
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	2
	4.6 Sexual behavior		
	Totals	15	9
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	3	
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	2	1
	5.6 Jealousy	3	2
	5.7 Well groomed		
	Totals	14	5
Other Behaviors	6.1 In seat	2	3
	6.2 Disruptive noises	2	1
	6.3 Talking out	2	3
	6.4 Won't do assignments	2	2
	6.5 Begin independently	3	2
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	17	17
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP.5

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	3	3
	1.3 Language	3	3
	1.4 Weapons		
	1.5 Property	3	1
	Totals	12	10
Passive or Withdrawn Behaviors	2.1 Interacting	1	2
	2.2 Group	3	1
	2.3 Related needs	3	
	2.4 Respond conversation	2	
	2.5 Initiate conversation	1	
	2.6 Express feelings	1	
	2.7 Reality contact	1	
	Totals	12	3
Anxious Behaviors	3.1 Worry	3	2
	3.2 Illness		
	3.3 Fear	1	
	3.4 Nervous gestures	3	2
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	10	6
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	3
	4.6 Sexual behavior		
	Totals	9	5
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	3	1
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	3	2
	5.6 Jealousy	3	1
	5.7 Well groomed		
	Totals	15	6
Other Behaviors	6.1 In seat	1	
	6.2 Disruptive noises		
	6.3 Talking out	3	3
	6.4 Won't do assigments	1	3
	6.5 Begin independently		
	6.6 Finish on time		
	6.7 Achieve at potential	2	1
	Totals	7	7
	Total		

2-moderate
1-mild

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PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 6

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	3	3
	1.3 Language	3	3
	1.4 Weapons		
	1.5 Property	3	2
	Totals	12	10
Passive or Withdrawn Behaviors	2.1 Interacting	1	
	2.2 Group	1	3
	2.3 Related needs	3	
	2.4 Respond conversation	2	2
	2.5 Initiate conversation	2	2
	2.6 Express feelings	3	
	2.7 Reality contact	2	
	Totals	14	7
Anxious Behaviors	3.1 Worry	3	1
	3.2 Illness		
	3.3 Fear	3	2
	3.4 Nervous gestures	2	1
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	11	5
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	3
	4.4 Physical contact	3	3
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	9	7
Inadequate Behaviors	5.1 Attention seeking	3	3
	5.2 Bizarre behavior		
	5.3 Lying	2	1
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	3	1
	5.6 Jealousy	3	1
	5.7 Well groomed	2	
	Totals	16	7
Other Behaviors	6.1 In seat	3	3
	6.2 Disruptive noises	3	2
	6.3 Talking out	3	3
	6.4 Won't do assigments	3	3
	6.5 Begin independently	3	3
	6.6 Finish on time	3	3
	6.7 Achieve at potential	3	3
	Totals	21	20
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 7

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	2	1
	1.3 Language		
	1.4 Weapons		
	1.5 Property	3	
	Totals	8	3
Passive or Withdrawn Behaviors	2.1 Interacting	3	
	2.2 Group	3	2
	2.3 Related needs	3	
	2.4 Respond conversation	3	2
	2.5 Initiate conversation	3	2
	2.6 Express feelings	3	
	2.7 Reality contact		
	Totals	18	6
Anxious Behaviors	3.1 Worry	3	1
	3.2 Illness		
	3.3 Fear	3	
	3.4 Nervous gestures	3	1
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	12	3
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	1
	4.4 Physical contact		
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	6	2
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	3	
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	3	1
	5.6 Jealousy	3	1
	5.7 Well groomed		
	Totals	15	5
Other Behaviors	6.1 In seat	3	3
	6.2 Disruptive noises	3	3
	6.3 Talking out	3	3
	6.4 Won't do assignments	3	1
	6.5 Begin independently	2	
	6.6 Finish on time		
	6.7 Achieve at potential	1	1
	Totals	15	11
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 8

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	2	
	1.3 Language		
	1.4 Weapons		
	1.5 Property		
	Totals	5	1
Passive or Withdrawn Behaviors	2.1 Interacting	3	
	2.2 Group	3	2
	2.3 Related needs	3	1
	2.4 Respond conversation	2	2
	2.5 Initiate conversation	2	2
	2.6 Express feelings	3	1
	2.7 Reality contact		
	Totals	16	8
Anxious Behaviors	3.1 Worry	3	1
	3.2 Illness		
	3.3 Fear	3	3
	3.4 Nervous gestures	3	1
	3.5 Frustration	2	1
	3.6 Attendance		
	Totals	11	6
Immature Behaviors	4.1 Object in mouth	3	
	4.2 Appropriate speech		
	4.3 Temper		
	4.4 Physical contact		
	4.5 Sensitivity	3	
	4.6 Sexual behavior	2	1
	Totals	8	1
Inadequate Behaviors	5.1 Attention seeking	2	1
	5.2 Bizarre behavior	3	3
	5.3 Lying		
	5.4 Self-confidence	3	1
	5.5 Elicit positive response		
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	8	5
Other Behaviors	6.1 In seat		
	6.2 Disruptive noises		
	6.3 Talking out	2	1
	6.4 Won't do assignments		
	6.5 Begin independently	2	2
	6.6 Finish on time	1	2
	6.7 Achieve at potential	2	2
	Totals	7	7
	Total		

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 9

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	3	3
	1.3 Language	3	
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	6
Passive or Withdrawn Behaviors	2.1 Interacting	3	
	2.2 Group	3	1
	2.3 Related needs	3	2
	2.4 Respond conversation	3	2
	2.5 Initiate conversation	3	2
	2.6 Express feelings	2	1
	2.7 Reality contact		
	Totals	17	8
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear	3	
	3.4 Nervous gestures	3	2
	3.5 Frustration	3	
	3.6 Attendance	2	
	Totals	11	2
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	1
	4.6 Sexual behavior	2	
	Totals	11	5
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	2	2
	5.3 Lying	3	
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	3	
	5.6 Jealousy	2	
	5.7 Well groomed	3	1
	Totals	19	6
Other Behaviors	6.1 In seat		
	6.2 Disruptive noises	3	2
	6.3 Talking out	2	1
	6.4 Won't do assigments	2	1
	6.5 Begin independently	1	1
	6.6 Finish on time	1	1
	6.7 Achieve at potential	3	2
	Totals	12	8
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP. 10

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	3	3
	1.3 Language	3	3
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	8
Passive or Withdrawn Behaviors	2.1 Interacting	3	1
	2.2 Group	3	1
	2.3 Related needs	3	1
	2.4 Respond conversation	3	2
	2.5 Initiate conversation	3	2
	2.6 Express feelings	3	
	2.7 Reality contact		
	Totals	18	9
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	1
	3.5 Frustration	3	1
	3.6 Attendance	3	2
	Totals	9	6
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech	3	1
	4.3 Temper	3	3
	4.4 Physical contact	3	3
	4.5 Sensitivity	3	
	4.6 Sexual behavior		
	Totals	12	7
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior		
	5.3 Lying	2	1
	5.4 Self-confidence	2	2
	5.5 Elicit positive response	3	
	5.6 Jealousy	3	3
	5.7 Well groomed	1	2
	Totals	14	10
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	2
	6.3 Talking out	3	3
	6.4 Won't do assignments	3	1
	6.5 Begin independently	3	3
	6.6 Finish on time	3	2
	6.7 Achieve at potential	3	3
	Totals	21	16
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 11

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	1
	1.2 Attacks peers	2	1
	1.3 Language	1	
	1.4 Weapons		
	1.5 Property		
	Totals	5	2
Passive or Withdrawn Behaviors	2.1 Interacting	1	1
	2.2 Group	1	1
	2.3 Related needs	3	2
	2.4 Respond conversation	1	1
	2.5 Initiate conversation	1	1
	2.6 Express feelings	2	2
	2.7 Reality contact	2	2
	Totals	11	10
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures		
	3.5 Frustration	1	1
	3.6 Attendance		
	Totals	1	1
Immature Behaviors	4.1 Object in mouth	3	2
	4.2 Appropriate speech	1	1
	4.3 Temper	1	2
	4.4 Physical contact	3	3
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	8	8
Inadequate Behaviors	5.1 Attention seeking	2	2
	5.2 Bizarre behavior		
	5.3 Lying	1	1
	5.4 Self-confidence	3	2
	5.5 Elicit positive response		
	5.6 Jealousy	1	1
	5.7 Well groomed	3	2
	Totals	10	8
Other Behaviors	6.1 In seat	2	2
	6.2 Disruptive noises	3	2
	6.3 Talking out	1	1
	6.4 Won't do assignments	1	1
	6.5 Begin independently	1	1
	6.6 Finish on time	2	1
	6.7 Achieve at potential	3	3
	Totals	13	11
	Total		

2-moderat
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 12

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	7
Passive or Withdrawn Behaviors	2.1 Interacting	3	
	2.2 Group	3	
	2.3 Related needs	3	
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings	3	2
	2.7 Reality contact	1	1
	Totals	13	3
Anxious Behaviors	3.1 Worry	3	
	3.2 Illness	3	1
	3.3 Fear		
	3.4 Nervous gestures	2	2
	3.5 Frustration	3	3
	3.6 Attendance	3	2
	Totals	14	8
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	3
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	9	6
Inadequate Behaviors	5.1 Attention seeking	3	
	5.2 Bizarre behavior		
	5.3 Lying	3	
	5.4 Self-confidence	3	
	5.5 Elicit positive response	3	
	5.6 Jealousy		
	5.7 Well groomed		
	Totals	12	0
Other Behaviors	6.1 In seat	3	
	6.2 Disruptive noises	3	
	6.3 Talking out	3	3
	6.4 Won't do assigments	3	1
	6.5 Begin independently	2	
	6.6 Finish on time	2	
	6.7 Achieve at potential	3	2
	Totals	19	6
	Total		

[illegible]
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

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Student GP 13

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	3	2
	1.3 Language	3	3
	1.4 Weapons	3	
	1.5 Property	3	2
	Totals	15	8
Passive or Withdrawn Behaviors	2.1 Interacting	2	
	2.2 Group	3	
	2.3 Related needs	3	
	2.4 Respond conversation	3	1
	2.5 Initiate conversation	1	1
	2.6 Express feelings	3	
	2.7 Reality contact	3	
	Totals	18	2
Anxious Behaviors	3.1 Worry		
	3.2 Illness	3	2
	3.3 Fear		
	3.4 Nervous gestures	3	2
	3.5 Frustration	3	
	3.6 Attendance	3	3
	Totals	12	7
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	3	1
	4.5 Sensitivity	3	1
	4.6 Sexual behavior	3	2
	Totals	12	6
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	3	3
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	1	
	5.6 Jealousy	2	1
	5.7 Well groomed	3	2
	Totals	15	8
Other Behaviors	6.1 In seat	2	
	6.2 Disruptive noises	1	2
	6.3 Talking out		
	6.4 Won't do assignments	1	1
	6.5 Begin independently		
	6.6 Finish on time	2	1
	6.7 Achieve at potential		
	Totals	6	4
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 14

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	1	2
	1.2 Attacks peers	1	2
	1.3 Language	2	
	1.4 Weapons	1	
	1.5 Property	1	
	Totals	6	4
Passive or Withdrawn Behaviors	2.1 Interacting	1	2
	2.2 Group	1	1
	2.3 Related needs	3	2
	2.4 Respond conversation	3	2
	2.5 Initiate conversation	3	2
	2.6 Express feelings	3	2
	2.7 Reality contact		
	Totals	14	11
Anxious Behaviors	3.1 Worry	3	1
	3.2 Illness	1	
	3.3 Fear	3	
	3.4 Nervous gestures		
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	10	3
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	3	
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	9	3
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	3	2
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	1	
	5.6 Jealousy	3	
	5.7 Well groomed		
	Totals	13	4
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	2
	6.3 Talking out	3	2
	6.4 Won't do assigments	2	2
	6.5 Begin independently	3	2
	6.6 Finish on time	2	2
	6.7 Achieve at potential	3	3
	Totals	19	15
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 15

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	1	
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property		
	Totals	7	3
Passive or Withdrawn Behaviors	2.1 Interacting	2	2
	2.2 Group	3	
	2.3 Related needs	3	2
	2.4 Respond conversation	3	1
	2.5 Initiate conversation	3	2
	2.6 Express feelings	3	2
	2.7 Reality contact		
	Totals	17	9
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear	3	1
	3.4 Nervous gestures	2	2
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	8	4
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	3	
	4.5 Sensitivity	3	2
	4.6 Sexual behavior	3	
	Totals	12	4
Inadequate Behaviors	5.1 Attention seeking	3	
	5.2 Bizarre behavior	3	
	5.3 Lying		
	5.4 Self-confidence	3	2
	5.5 Elicit positive response		
	5.6 Jealousy	3	
	5.7 Well groomed		
	Totals	12	2
Other Behaviors	6.1 In seat		
	6.2 Disruptive noises		
	6.3 Talking out		
	6.4 Won't do assigments		
	6.5 Begin independently	2	
	6.6 Finish on time		
	6.7 Achieve at potential	3	2
	Totals	5	2
	Total		

[illegible]
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 16

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	6
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs		
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact	3	
	Totals	3	0
Anxious Behaviors	3.1 Worry	3	1
	3.2 Illness		
	3.3 Fear	3	1
	3.4 Nervous gestures		
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	9	4
Immature Behaviors	4.1 Object in mouth	3	1
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	3	3
	4.5 Sensitivity	3	2
	4.6 Sexual behavior	3	
	Totals	15	8
Inadequate Behaviors	5.1 Attention seeking	3	3
	5.2 Bizarre behavior		
	5.3 Lying	3	2
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	3	1
	5.6 Jealousy	3	2
	5.7 Well groomed		
	Totals	15	10
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	2	1
	6.3 Talking out	3	2
	6.4 Won't do assignments	3	1
	6.5 Begin independently	2	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	2
	Totals	19	10
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 17

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	3	2
	1.3 Language	3	1
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	4
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group	1	
	2.3 Related needs	2	
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings		
	2.7 Reality contact	3	
	Totals	6	0
Anxious Behaviors	3.1 Worry	3	
	3.2 Illness	3	
	3.3 Fear	3	
	3.4 Nervous gestures		
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	12	1
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	1
	4.6 Sexual behavior	3	2
	Totals	12	7
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	3	
	5.3 Lying	3	
	5.4 Self-confidence	3	1
	5.5 Elicit positive response		
	5.6 Jealousy	3	
	5.7 Well groomed	3	
	Totals	18	3
Other Behaviors	6.1 In seat		
	6.2 Disruptive noises		
	6.3 Talking out	1	1
	6.4 Won't do assignments		
	6.5 Begin independently		
	6.6 Finish on time	1	
	6.7 Achieve at potential	1	1
	Totals	3	2
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 18

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	7
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group		
	2.3 Related needs	3	1
	2.4 Respond conversation		
	2.5 Initiate conversation		
	2.6 Express feelings	3	2
	2.7 Reality contact	3	
	Totals	9	3
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	2
	3.5 Frustration	3	2
	3.6 Attendance	3	
	Totals	9	4
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	3
	4.4 Physical contact	3	3
	4.5 Sensitivity		
	4.6 Sexual behavior	3	2
	Totals	9	8
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	3	
	5.3 Lying	3	3
	5.4 Self-confidence	3	
	5.5 Elicit positive response		
	5.6 Jealousy	3	1
	5.7 Well groomed		
	Totals	15	6
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	2
	6.3 Talking out	3	3
	6.4 Won't do assignments	3	1
	6.5 Begin independently	3	1
	6.6 Finish on time	2	2
	6.7 Achieve at potential	3	3
	Totals	20	14
	Total		

1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 19

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	3
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	3	
	Totals	12	7
Passive or Withdrawn Behaviors	2.1 Interacting	3	1
	2.2 Group	3	2
	2.3 Related needs	3	2
	2.4 Respond conversation	3	1
	2.5 Initiate conversation	3	
	2.6 Express feelings	3	2
	2.7 Reality contact	3	1
	Totals	21	9
Anxious Behaviors	3.1 Worry	3	1
	3.2 Illness		
	3.3 Fear	3	2
	3.4 Nervous gestures	3	2
	3.5 Frustration	3	2
	3.6 Attendance	3	2
	Totals	15	9
Immature Behaviors	4.1 Object in mouth	3	
	4.2 Appropriate speech	3	3
	4.3 Temper	3	2
	4.4 Physical contact	3	1
	4.5 Sensitivity	3	2
	4.6 Sexual behavior		
	Totals	15	8
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	3	2
	5.3 Lying	3	2
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	3	2
	5.6 Jealousy	3	1
	5.7 Well groomed	3	2
	Totals	21	12
Other Behaviors	6.1 In seat	3	
	6.2 Disruptive noises	2	3
	6.3 Talking out	3	3
	6.4 Won't do assignments	3	2
	6.5 Begin independently	3	2
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	3
	Totals	20	14
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student GP 20

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	2
	1.2 Attacks peers	2	
	1.3 Language		
	1.4 Weapons		
	1.5 Property		
	Totals	4	2
Passive or Withdrawn Behaviors	2.1 Interacting		
	2.2 Group	2	2
	2.3 Related needs	2	2
	2.4 Respond conversation	2	2
	2.5 Initiate conversation	2	2
	2.6 Express feelings	3	
	2.7 Reality contact		
	Totals	11	8
Anxious Behaviors	3.1 Worry	3	3
	3.2 Illness	2	
	3.3 Fear	3	
	3.4 Nervous gestures	2	2
	3.5 Frustration	2	2
	3.6 Attendance		
	Totals	12	7
Immature Behaviors	4.1 Object in mouth	2	1
	4.2 Appropriate speech		
	4.3 Temper	2	2
	4.4 Physical contact	3	1
	4.5 Sensitivity	3	2
	4.6 Sexual behavior	3	2
	Totals	13	8
Inadequate Behaviors	5.1 Attention seeking	2	
	5.2 Bizarre behavior	1	
	5.3 Lying		
	5.4 Self-confidence		
	5.5 Elicit positive response		
	5.6 Jealousy	3	2
	5.7 Well groomed		
	Totals	6	2
Other Behaviors	6.1 In seat	2	2
	6.2 Disruptive noises		
	6.3 Talking out		
	6.4 Won't do assignments	2	2
	6.5 Begin independently		
	6.6 Finish on time	2	1
	6.7 Achieve at potential		
	Totals	6	5
	Total		

2-moderat
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 1

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	3	2
	1.3 Language	3	2
	1.4 Weapons		
	1.5 Property	3	2
	Totals	12	8
Passive or Withdrawn Behaviors	2.1 Interacting	2	2
	2.2 Group	2	2
	2.3 Related needs	3	2
	2.4 Respond conversation	2	2
	2.5 Initiate conversation	2	2
	2.6 Express feelings	2	1
	2.7 Reality contact	2	1
	Totals	15	12
Anxious Behaviors	3.1 Worry	2	1
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	1	
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	6	3
Immature Behaviors	4.1 Object in mouth	1	
	4.2 Appropriate speech	1	
	4.3 Temper	3	2
	4.4 Physical contact	3	2
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	8	4
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	1	
	5.3 Lying	3	1
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	2	1
	5.6 Jealousy	2	1
	5.7 Well groomed		
	Totals	14	6
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	2
	6.3 Talking out	3	2
	6.4 Won't do assigments	1	2
	6.5 Begin independently	2	2
	6.6 Finish on time	3	2
	6.7 Achieve at potential	2	2
	Totals	17	14
	Total		

3-severe
2-moderat
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 2

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers		
	1.3 Language	2	1
	1.4 Weapons		
	1.5 Property	1	1
	Totals	6	4
Passive or Withdrawn Behaviors	2.1 Interacting	3	2
	2.2 Group	2	2
	2.3 Related needs	3	2
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	2	1
	2.6 Express feelings	1	1
	2.7 Reality contact	2	2
	Totals	15	11
Anxious Behaviors	3.1 Worry	2	1
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	1	1
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	6	4
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper		
	4.4 Physical contact	2	1
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	2	1
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	2	1
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	1	1
	5.6 Jealousy	1	
	5.7 Well groomed		
	Totals	10	5
Other Behaviors	6.1 In seat	2	2
	6.2 Disruptive noises	2	2
	6.3 Talking out	3	2
	6.4 Won't do assigments	1	1
	6.5 Begin independently	2	2
	6.6 Finish on time	3	1
	6.7 Achieve at potential	2	2
	Totals	15	12
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 3

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	2
	1.2 Attacks peers	1	
	1.3 Language	3	1
	1.4 Weapons		
	1.5 Property	2	1
	Totals	9	[illegible]
Passive or Withdrawn Behaviors	2.1 Interacting	2	1
	2.2 Group	2	1
	2.3 Related needs	3	1
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	2	1
	2.6 Express feelings	2	1
	2.7 Reality contact	2	1
	Totals	15	7
Anxious Behaviors	3.1 Worry	2	1
	3.2 Illness		
	3.3 Fear		1
	3.4 Nervous gestures	1	1
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	6	5
Immature Behaviors	4.1 Object in mouth	1	
	4.2 Appropriate speech		
	4.3 Temper	3	2
	4.4 Physical contact		
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	4	2
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	3	1
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	2	1
	5.6 Jealousy	1	1
	5.7 Well groomed		
	Totals	12	6
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	1
	6.3 Talking out	3	1
	6.4 Won't do assignments	1	1
	6.5 Begin independently	2	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	2	2
	Totals	17	9
	Total		

2-moderat
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 4

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	1
	1.2 Attacks peers	3	1
	1.3 Language	3	1
	1.4 Weapons	1	
	1.5 Property	2	1
	Totals	11	4
Passive or Withdrawn Behaviors	2.1 Interacting	2	1
	2.2 Group	1	1
	2.3 Related needs	3	1
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	2	1
	2.6 Express feelings	2	2
	2.7 Reality contact	2	2
	Totals	14	9
Anxious Behaviors	3.1 Worry	2	2
	3.2 Illness	1	
	3.3 Fear		
	3.4 Nervous gestures	1	1
	3.5 Frustration	3	2
	3.6 Attendance		1
	Totals	7	6
Immature Behaviors	4.1 Object in mouth	1	1
	4.2 Appropriate speech	1	1
	4.3 Temper	3	2
	4.4 Physical contact		
	4.5 Sensitivity	1	1
	4.6 Sexual behavior		
	Totals	6	5
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior		
	5.3 Lying	3	2
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	2	2
	5.6 Jealousy	2	1
	5.7 Well groomed		
	Totals	13	9
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	2
	6.3 Talking out	3	1
	6.4 Won't do assignments	1	1
	6.5 Begin independently	2	2
	6.6 Finish on time	3	2
	6.7 Achieve at potential	2	2
	Totals	17	12
	Total		

2-moderat
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 5

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	2
	1.2 Attacks peers	2	2
	1.3 Language	1	
	1.4 Weapons		
	1.5 Property	2	1
	Totals	7	5
Passive or Withdrawn Behaviors	2.1 Interacting	2	1
	2.2 Group	1	1
	2.3 Related needs	3	1
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	2	1
	2.6 Express feelings	2	1
	2.7 Reality contact	2	1
	Totals	14	7
Anxious Behaviors	3.1 Worry	2	1
	3.2 Illness	1	
	3.3 Fear	1	
	3.4 Nervous gestures	2	1
	3.5 Frustration	3	2
	3.6 Attendance		
	Totals	9	4
Immature Behaviors	4.1 Object in mouth	1	
	4.2 Appropriate speech	2	2
	4.3 Temper	3	2
	4.4 Physical contact		
	4.5 Sensitivity	1	1
	4.6 Sexual behavior		
	Totals	7	5
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior		
	5.3 Lying	3	1
	5.4 Self-confidence	3	1
	5.5 Elicit positive response	2	1
	5.6 Jealousy	2	1
	5.7 Well groomed		
	Totals	13	6
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	1
	6.3 Talking out	3	1
	6.4 Won't do assignments	1	1
	6.5 Begin independently	2	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	2	1
	Totals	17	8
	Total		

2-modera
1-mild
114

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 6

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	2	1
	1.3 Language		
	1.4 Weapons		
	1.5 Property		
	Totals	5	2
Passive or Withdrawn Behaviors	2.1 Interacting	2	1
	2.2 Group	2	1
	2.3 Related needs	3	1
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	2	1
	2.6 Express feelings	1	1
	2.7 Reality contact	2	1
	Totals	14	7
Anxious Behaviors	3.1 Worry	2	1
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	1	
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	6	2
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech		
	4.3 Temper	3	1
	4.4 Physical contact		
	4.5 Sensitivity		
	4.6 Sexual behavior		
	Totals	3	1
Inadequate Behaviors	5.1 Attention seeking	3	1
	5.2 Bizarre behavior		
	5.3 Lying	2	
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	1	1
	5.6 Jealousy	1	1
	5.7 Well groomed		
	Totals	10	5
Other Behaviors	6.1 In seat	2	1
	6.2 Disruptive noises	3	1
	6.3 Talking out	3	2
	6.4 Won't do assignments	2	
	6.5 Begin independently	2	
	6.6 Finish on time	3	2
	6.7 Achieve at potential	2	2
	Totals	17	8
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 7

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	3	1
	1.3 Language	1	1
	1.4 Weapons		
	1.5 Property	3	
	Totals	10	3
Passive or Withdrawn Behaviors	2.1 Interacting	2	1
	2.2 Group	2	1
	2.3 Related needs	3	1
	2.4 Respond conversation	3	1
	2.5 Initiate conversation	1	1
	2.6 Express feelings	1	1
	2.7 Reality contact	2	1
	Totals	14	7
Anxious Behaviors	3.1 Worry	1	1
	3.2 Illness	3	2
	3.3 Fear		
	3.4 Nervous gestures	3	1
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	10	5
Immature Behaviors	4.1 Object in mouth		
	4.2 Appropriate speech	2	1
	4.3 Temper	3	1
	4.4 Physical contact	3	1
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	11	4
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	3	1
	5.3 Lying	3	1
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	3	1
	5.6 Jealousy	3	2
	5.7 Well groomed	[illegible]	1
	Totals	20	10
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	2	1
	6.3 Talking out	3	1
	6.4 Won't do assignments	3	1
	6.5 Begin independently	3	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	2
	Totals	20	8
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 8

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	3	1
	1.3 Language	3	1
	1.4 Weapons		
	1.5 Property	2	1
	Totals	11	4
Passive or Withdrawn Behaviors	2.1 Interacting	1	1
	2.2 Group	2	2
	2.3 Related needs	3	2
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	1	1
	2.6 Express feelings	2	1
	2.7 Reality contact	2	1
	Totals	13	9
Anxious Behaviors	3.1 Worry		
	3.2 Illness	2	1
	3.3 Fear		
	3.4 Nervous gestures	2	1
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	7	3
Immature Behaviors	4.1 Object in mouth	1	1
	4.2 Appropriate speech		
	4.3 Temper	3	1
	4.4 Physical contact	3	1
	4.5 Sensitivity	2	1
	4.6 Sexual behavior		
	Totals	9	4
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	2	1
	5.3 Lying	2	1
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	1	1
	5.6 Jealousy	2	1
	5.7 Well groomed	2	2
	Totals	15	10
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	3	1
	6.3 Talking out	3	1
	6.4 Won't do assigments	3	1
	6.5 Begin independently	3	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	3
	Totals	21	9
	Total		

3-severe
2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 9

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	3	1
	1.3 Language	3	1
	1.4 Weapons		
	1.5 Property	3	1
	Totals	12	4
Passive or Withdrawn Behaviors	2.1 Interacting	2	1
	2.2 Group	2	1
	2.3 Related needs	3	1
	2.4 Respond conversation	3	1
	2.5 Initiate conversation	1	1
	2.6 Express feelings	1	1
	2.7 Reality contact	1	1
	Totals	13	7
Anxious Behaviors	3.1 Worry		
	3.2 Illness		
	3.3 Fear		
	3.4 Nervous gestures	3	1
	3.5 Frustration	3	
	3.6 Attendance		
	Totals	6	1
Immature Behaviors	4.1 Object in mouth	1	1
	4.2 Appropriate speech	2	1
	4.3 Temper	3	1
	4.4 Physical contact	3	2
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	12	6
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	3	1
	5.3 Lying	1	
	5.4 Self-confidence	1	1
	5.5 Elicit positive response	2	1
	5.6 Jealousy	3	1
	5.7 Well groomed		
	Totals	13	6
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	3	1
	6.3 Talking out	3	2
	6.4 Won't do assignments	3	1
	6.5 Begin independently	3	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	1
	Totals	21	8
	125 Total		

1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 10

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	2	1
	1.2 Attacks peers	3	1
	1.3 Language	2	1
	1.4 Weapons		
	1.5 Property	1	
	Totals	8	3
Passive or Withdrawn Behaviors	2.1 Interacting	3	2
	2.2 Group	3	2
	2.3 Related needs	2	1
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	2	1
	2.6 Express feelings	2	1
	2.7 Reality contact	3	1
	Totals	17	9
Anxious Behaviors	3.1 Worry	1	1
	3.2 Illness	1	
	3.3 Fear		
	3.4 Nervous gestures	3	2
	3.5 Frustration	3	2
	3.6 Attendance		1
	Totals	8	6
Immature Behaviors	4.1 Object in mouth	1	
	4.2 Appropriate speech	3	1
	4.3 Temper	2	1
	4.4 Physical contact	1	1
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	10	4
Inadequate Behaviors	5.1 Attention seeking	2	2
	5.2 Bizarre behavior	1	1
	5.3 Lying	1	
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	1	1
	5.6 Jealousy	2	1
	5.7 Well groomed	2	2
	Totals	12	9
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	1	
	6.3 Talking out	3	1
	6.4 Won't do assignments	3	
	6.5 Begin independently	3	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	1
	Totals	19	5
	Total		

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 11

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	3	1
	1.2 Attacks peers	3	1
	1.3 Language	3	1
	1.4 Weapons		
	1.5 Property	2	1
	Totals	11	4
Passive or Withdrawn Behaviors	2.1 Interacting	1	1
	2.2 Group	2	2
	2.3 Related needs	3	1
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	1	1
	2.6 Express feelings	2	2
	2.7 Reality contact	2	1
	Totals	13	9
Anxious Behaviors	3.1 Worry	2	1
	3.2 Illness	2	1
	3.3 Fear	1	1
	3.4 Nervous gestures	3	2
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	11	6
Immature Behaviors	4.1 Object in mouth	2	1
	4.2 Appropriate speech	3	1
	4.3 Temper	3	1
	4.4 Physical contact	3	1
	4.5 Sensitivity	3	1
	4.6 Sexual behavior		
	Totals	14	4
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior	2	1
	5.3 Lying	3	2
	5.4 Self-confidence	3	2
	5.5 Elicit positive response	3	2
	5.6 Jealousy	3	1
	5.7 Well groomed	1	1
	Totals	18	11
Other Behaviors	6.1 In seat	3	2
	6.2 Disruptive noises	3	1
	6.3 Talking out	3	1
	6.4 Won't do assigments	3	1
	6.5 Begin independently	3	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	3
	Totals	21	10
	Total		

2-moderate
1-mild

PRE-POST BEHAVIOR RATINGS

From the Duval County Behavior Checklist

Student KS 12

	OBJECTIVE NUMBER AND KEY WORDS	START PROGRAM	END PROGRAM
Aggressive Behaviors	1.1 Respect teacher	1	1
	1.2 Attacks peers	3	2
	1.3 Language	1	2
	1.4 Weapons		
	1.5 Property	1	1
	Totals	6	6
Passive or Withdrawn Behaviors	2.1 Interacting	2	2
	2.2 Group	2	2
	2.3 Related needs	1	1
	2.4 Respond conversation	2	1
	2.5 Initiate conversation	1	1
	2.6 Express feelings	1	1
	2.7 Reality contact	2	1
	Totals	11	9
Anxious Behaviors	3.1 Worry	1	1
	3.2 Illness	2	
	3.3 Fear		
	3.4 Nervous gestures	2	1
	3.5 Frustration	3	1
	3.6 Attendance		
	Totals	8	3
Immature Behaviors	4.1 Object in mouth	1	1
	4.2 Appropriate speech	1	1
	4.3 Temper	3	1
	4.4 Physical contact	3	1
	4.5 Sensitivity	2	2
	4.6 Sexual behavior		
	Totals	10	6
Inadequate Behaviors	5.1 Attention seeking	3	2
	5.2 Bizarre behavior		
	5.3 Lying	2	1
	5.4 Self-confidence	2	2
	5.5 Elicit positive response	1	1
	5.6 Jealousy	3	1
	5.7 Well groomed	1	1
	Totals	12	8
Other Behaviors	6.1 In seat	3	1
	6.2 Disruptive noises	3	1
	6.3 Talking out	3	2
	6.4 Won't do assignments	2	1
	6.5 Begin independently	3	1
	6.6 Finish on time	3	1
	6.7 Achieve at potential	3	3
	Totals	20	10
	Total		

Parent Questionnaire

Secondary Program for Emotionally Handicapped

1. Have you been invited to visit your child's school this year:
yes_____ no_____

Comment:

2. Have you been kept up to date about your child's progress during this school year? very much_____ somewhat_____ not at all_____

Comment:

3. Have you looked at and signed the Individual Educational Program that was developed by the school for your child? yes____ no____

Comment:

4. Have school personnel been helpful to you in suggesting ways to handle any problems you might have had with your daughter or son during this school year? very helpful____ somewhat helpful____ not helpful at all____

Comment:

5. Do you feel free to contact the school about any school related problem you might be having with your daughter or son? yes_____ no_____

Comment:

6. How often have teachers or counselors from the school come to visit your home this year? frequently_____ occasionally_____ not at all_____

Comment:

7. How many times have you been to school this year to talk to school staff about your daughter or son in the Secondary Programs for the Emotionally Handicapped?__________________

Comment:

8. If your child has received counseling from the school this year, do you feel that this has been a help to her or him? very much______ somewhat______ not at all______

Comment:

9. If you have worked with a school counselor this year, has this enabled you to do a better job in helping your daughter or son? yes______ no______

Comment:

10. Have you become more interested and concerned about your child's school through working with the counselor and teachers this year than in the past years? yes______ no______

Comment:

11. Do you think the school is doing a good job? yes______ no______

Comment:

12. Is the school doing a better job this year than last year? yes______ no______

Comment:

STUDENT ATTITUDE SCALE

Student Name________________________________ Student Number__________

Grade______________ Age________ School______________________________

Circle only one number on the scale (1, 2, 3, 4, 5) which honestly tells how you feel.

Circle a 1 when you agree with the statement on the left side all of the time
Circle a 2 when you agree with the statement on the left side most of the time
Circle a 3 when you cannot decide between the statements
Circle a 4 when you agree with the statement on the right side most of the time
Circle a 5 when you agree with the statement on the right side all of the time

		STUDENTS					
1.	The adults at school try to help me	1	2	3	4	5	The adults at school do not try to help me
2.	I have made more progress at school this year than last	1	2	3	4	5	I have made less progress at school this year than last year
3.	I like school more this year than last	1	2	3	4	5	I like school less this year than last
4.	My behavior is improving	1	2	3	4	5	My behavior is not improving
5.	I get along with my teachers	1	2	3	4	5	I don't get along with my teachers
6.	I get along with the kids at school	1	2	3	4	5	I don't get along with the kids at school
7.	Counseling should be part of my school program	1	2	3	4	5	Counseling should not be part of my school program
8.	Counseling helps me	1	2	3	4	5	Counseling does not help me
9.	My parents have been more invloved with the school this year than last.	1	2	3	4	5	My parents have been less involved with the school this year than last.

Teachers' Questionnaire

Secondary Program for Emotionally Handicapped

1. How many parent conferences have you participated in during this school year?____________________

   Comment:

2. How many of your students receive counseling services from someone other than you or another teacher? _____ If yes, by whom?______________

   ____

   Comment:

3. Do you think that having a counselor in your program would benefit your students? _______________

   Comment:

4. How many home visits have you done this year?________________________

   Comment:

5. How many of your student's homes have not been visited by you this year?

   ____

   Comment:

6. Has a parent-education program been offered to the parents of your students each month of this school year?______________________________________

   Comment:

7. What was the average attendance at your parent-education programs?_______

   ____

   Comment:

8. Has one parent or the other of each of your students been to school for a conference with you during this school year?___________________________

   Comment:

9. Have you noted any improvement in achievement in those students with whom the counselor has worked this year?
yes_____ no_____

Comment:

10. Have you noted any improvement in behavior in those students with whom the counselor has worked this year?______________________________

Comment:

11. By working with the counselor did you learn some new ways of working with children that will be of benefit to you? yes_____ no_____

Comment:

12. Do you feel that you had a satisfactory professional relationship with the counselor: yes_____ no_____

Comment:

13. Has the counselor helped with your work with parents this year? To a considerable extent______ somewhat_____ not much at all _____

Comment:

14. Do you initiate conferences with the counselor? frequently___________ occasionally_________rarely________

comment:

15. Does the counselor visit your classroom?
frequently__________ seldom__________ rarely__________________

Comment:

16. Do you think the counselor has been beneficial to the educational program?
____

Comment:

17. Do you want the counselor to continue to work with you in the E.H. Program next year? yes________ no________

Comment:

DEPARTMENT OF HEALTH, WELFARE
AND BIO-ENVIRONMENTAL SERVICES
Mental Health Division
Jacksonville Drug Abuse Program

CITY OF JACKSONVILLE, FLORIDA

December 8, 1977

Ms. Lucille Coberly, Specialist
Program for Emotionally Handicapped
1450 Flagler
Jacksonville, Florida 32207

Dear Ms. Coberly:

If the Special Education Intervention Project successfully meets its measurable objectives, as is expected, the Jacksonville Drug Abuse Program intends to apply for a continuation of the Project for another year. I sincerely appreciate the cooperative working relationships which our respective agencies have established and maintained.

Sincerely,

James B. Hinnant

James B. Hinnant
Director

JBH/cf

AREA CODE 904 / 633-5150 / 515 WEST 6TH STREET / ROOM 209 / JACKSONVILLE, FLORIDA 32206